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ABSTRACT

This final report describes activities and accomplishments of the California PEERS (Providing Education for Everyone in Regular Schools) Outreach Project, a cooperative effort of the California Department of Education, California State University at Hayward, and eight school districts. The project focused on increasing the capacity of the districts to provide general-special education collaborative, inclusive educational options across ages and grade levels for students with severe disabilities. The project provided direct benefits to 225 students with severe disabilities, 250 general educators, approximately 40 special educators and related services staff, and approximately 500 general education students. Coordinated activities are reported at the building, district, and state levels. The project is described in terms of its budget; goals and objectives; conceptual framework; model, activities, and participants; methodological and logistical problems and resolutions; and evaluation. Most of the document consists of appendices, such as a proposed state funding model, course syllabi, procedures guides, an inclusion cost analysis scale, data on friendships between students with and without disabilities, and manuscripts. Manuscripts include: "Inclusive Service Delivery at the Elementary School" (Ann Halvorsen and Tom Neary); "What Is Inclusion?" (Tom Neary); and "A Cost-Benefit Comparison of Inclusive and Integrated Classes in One California District" (Ann T. Halvorsen and others). (DB)

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ED 393 247

I. CALIFORNIA PEERS OUTREACH PROJECT

APPLICATION AND REPLICATION OF INCLUSIVE MODELS AT THE LOCAL LEVEL

FINAL REPORT

OFFICE OF SPECIAL EDUCATION PROGRAMS
U.S. DEPARTMENT OF EDUCATION
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II. ABSTRACT

California PEERS Outreach Project: Application and Replication of Inclusive Models at the Local Level

The California Department of Education (CDE), in conjunction with California State University at Hayward conducted a cooperative effort with eight targeted districts in the Bay/Coastal and North Central regions of California designed to increase the capacity of those districts and eight replication partners to provide general-special education collaborative, inclusive educational options across ages and grade levels for their students with severe disabilities. Multiple, coordinated activities occurred at building, district, and state levels utilizing validated strategies to facilitate the implementation and replication/dissemination process.

At the school site and district level, the project

1. Utilized validated school site and instructional team planning and curricular adaptation approaches to facilitate the delivery of special education services to students with severe disabilities within their age and grade appropriate general education classes in home schools or schools of choice in the eight districts: Berkeley, Davis, Dry Creek, Merced Union H.S. District, Napa Valley, Pierce, San Francisco and San Lorenzo Valley Unified School Districts.

2. Provided locally referenced technical assistance to building and district level staff that will ensure students' primary membership in general education with support for present placements, as well as a planning process for articulation among grades and schools to ensure positive transitions to future placements.

3. Provided assistance with building and district level needs assessments for inclusion, development of collaborative planning teams and school site plans, inservice provision, on-site problem solving, evaluation and follow-up services.

4. Implemented field-tested innovative core curriculum adaptation processes as well as alternative instructional strategies in order to ensure meaningful learner outcomes.

5. Utilized a combination of validated, student-level strategies to facilitate the development of age-appropriate meaningful social relationships and networks among students with severe disabilities and their non-disabled peers in school and community settings.

6. Developed, field tested and implemented systematic instructional strategies and data collection techniques with assisted in making inclusive processes manageable for general and special educators.

7. Collaborated with the targeted districts to ensure a good fit between inclusive service delivery and the local implementation of state-directed school restructuring initiatives.

8. Developed and supported building-based technical assistance centers (Tech Centers) and representative training teams from selected inclusive school sites to provide outreach, information and training to similar school sites or replication partners both within the district and throughout the region.

At the regional and state level, the project

1. Collaborated with existing statewide training and implementation efforts such as Research, Development and Demonstration Project (RD&D), California Deaf-Blind Services, California Inclusive Education Support Team (CIEST), Positive Behavior Support, California Education Innovation Institute (CEII), Supported Life Institute, Cal TASH, and parent outreach networks to deliver training and materials through these existing special and general education inservice vehicles to additional districts and personnel throughout the state.

2. Developed a network of Technical Assistance Centers for replication through the use of training teams with are representative of parents, general and special educators, and which assist in matching tech centers with replication partners for greater spread of effect.

3. Provided technical assistance and inservice training on inclusive options and their implementation to all key CDE constituencies over the course of the project including: Program Assistance and Compliance Resolution; Policy Services; Monitoring and Projects; Program, Curriculum and Training; Statewide Programs and Legislative/legal Units in order to spread information throughout the state, to enable state consultants to provide local assistance on inclusion as needed, and to ensure the infusion of new technical skills and knowledge within the department.

4. Collaborated with the CDE in the development of innovative models for coordinated integrated service delivery and restructuring as proposed by two recent state initiatives, SB 1274 (restructuring) and SB 620 (coordinated service delivery).

5. Collaborated with Institutes of Higher Education (IHEs) research and preservice training efforts in special and general education through a) active participation by selected representatives involved with inclusive education on the project Advisory Board, b) cooperative research on cost-benefit analysis at San Francisco State University, c) collaborative development, validation, and implementation of training materials for infusion within general education administrative and teaching credential requirements, as well as within specialist credentials, d) collaboration with California State University, Hayward as the lead

IHE involved with the project Tech Centers as model training sites for preservice personnel preparation.

Product development and dissemination addressed both state and local/regional priorities. The project:

1. Conducted annual statewide innovation institutes for school leadership and school site teams planning for and implementing inclusion.

2. Developed, field tested, and disseminated materials on inclusive education practices with accompanying training modules for school site, district and IHE audiences through coordination with regional task forces and the California Inclusive Education Support Team.

3. Developed a network of Tech Center teams for training and assistance to be incorporated into the California Confederation for Inclusive Education network after the project's life.

4. Presented information and conducted workshops on project strategies at local, regional, state and national conferences for general and special educators throughout the life of the project.

Project evaluation included both formative and summative measures. The project:

1. Employed a management-by-objectives process evaluation throughout the life of the project.

2. Evaluated the expected outcomes of each project activity through multiple types of data collection, eg. parent/student level interviews, student transitions, inservice utility and consumer satisfaction.

3. Documented the process of model implementation including model adaptation across targeted sites and replication partners through a case study approach.

4. Conducted summative evaluation through a cost-benefit analysis which measured attainment of IEP objectives, social interaction and engaged time, in conjunction with measures of actual cost ingredients in a single district comparing inclusive and special class programs.

5. Conducted a qualitative analysis of friendship development of included students through a multiple interview strategy with elementary and secondary aged students in three districts.

The project had direct benefit on 225 students who experience severe disabilities and their parents/guardians/families, approximately 250 general educators, including teachers and principals, at least 40 special educators and related services staff, and at least 500 general education students. Direct impact on the larger community through their district, school site and student team participation also occurred with another 50 community representatives. Indirect benefit through project inservices, dissemination of materials, summer institutes and ongoing contact with the total community of each school impacted approximately another 500 special education students and families, 300 general educators, 150 special educators, and 3000 general education students. Dissemination beyond targeted LEAs and their replication partners resulted in additional benefit to an estimated 5000 persons.

III. BUDGET REPORT

The California Department of Education will be adding the appropriate final budget report forms to this narrative. The narrative was prepared by the subcontractor, California State University, Hayward.

Project Budget, California PEERS Outreach Project, Year Three
October 1994 - September 1995

Object, class, category	Explanation	Justification
Contractual $159,830	The California Dept. of Education will subcontract with one agency in order to meet the objectives of this project California State University, Hayward $159,830	In order to meet specific project objectives and to hire the best available people and to maintain them in close proximity to their clients and students in the classrooms, the Dept. (CDE) has created a unique system of partnership with local agencies (e.g., school districts, county offices of education, institutions of higher education, and non-profit disability organizations), which receive grants and contracts to house and maintain inservice training units. These host agencies use their own hiring procedures (in cooperation with the CDE), salary and benefit packages, and administrative policies and practice. However, the CDE maintains fiscal and programmatic oversight of the project. These host agencies support the goals and objectives of the CDE and the Strategic Plan for Special Education, and through this cooperative arrangement, play a vital role in the delivery of technical assistance and program development throughout the state. CSUH will provide employees' wage and benefit programs, two professional and two clerical staff, and provide the office space, supplies, and materials necessary to meet the objective of the project.

Project Budget, California PEERS Outreach Project, Year Three
October 1994 - September 1995

Object, class, category	Explanation	Justification	
		I. Personnel	
		A. Professional Staff	
	All salaries include 3% COLA effective 4/1/94.	1. Salaries	
		Regional Coordinator - Bay Coastal Ann T. Halvorsen, Ed.D. Subcontract Project Director, Lecturer, Step D19 .55 FTE, 12 months	$38,427
		Regional Coordinator - North Central Tom Neary, M.A. Lecturer, Step C15, .50 FTE, 12 months	$28,267
			$66,694
		2. Benefits at 39% Social Security (6.7%) Medicare (1.45%) Worker's Comp (2.24) Unemployment (2.11) Medical, Dental, Retirement (26.5%)	$26,011
			$92,705
		B. Clerical Support Staff	
		1. Lori Adams/Renee Santos-Bundy, CSU, Hayward, Clerical Asst. IIIA, Step 3, .25 FTE ($12.23)	$6,357
		2. Clerical Asst. IIA, Step 4, CSU Sacramento .25 FTE ($10.92)	$5,677
	All clerical are budgeted at same benefit level since they work other positions for remaining time.	3. Benefits for clerical staff at 39%	$4,693
			$16,727
		Total Personnel	$109,432

Project Budget, California PEERS Outreach Project, Year Three

October 1994 - September 1995

Object, class, category	Explanation	Justifcation
		II. Books and Supplies $3,100 A. Textbooks: including training materials, manuals, and handbooks on full inclusion and collaboration $150 B. Reference books: professional resources and materials used in providing technical assistance $150 C. Office supplies: general office supplies used to support the project (pencils, paper, binders, filing supplies, etc.). Will be split between the two project locations. $400 D. Printing: $.04/copy X 30,000 pieces. To be used in correspondence, providing assistance, training, etc. $1,200 E. Postage: $100/month, split between the two project locations $1,200
		III. Travel for Project Staff $9,190 Travel for Project Director $800 Annual Director's meeting Trip to Washington, D.C. Coach airfare $540 per diem 2 days @ $111 222 parking & mileage 38

Project Budget, California PEERS Outreach Project, Year Three
October 1994 - September 1995

Object, class, category	Explanation	Justification	
		Travel for Regional Coord. (Bay Coast) Monthly instate staff meetings, Advisory meetings, planning, regional, technical assistance, and out of region services and meetings. Three trips @ $250/trip to such cities as: Monterey, Sacramento, Eureka, Santa Rosa.	$750
		Mileage for services and assistance on site, 7,000 miles at $.28/mile to such cities and sites as: Monterey, Sacramento, Eureka, Santa Rosa, San Francisco, Vallejo, Solano, Livermore, Pleasanton, San Ramon, Dublin, Petaluma, Lakeport, Round Valley, Mendocino, Ukiah, Willits, Ferndale, Scotia	$1,960
		Per diem: 10 trips @ $111/24 hrs	$1,110
		Travel for Regional Coord (N. Central) Monthly instate staff meetings, Advisory meetings, planning, regional, technical assistance, and out of region services and meetings, 3 trips @ $250/trip to such cities and sites as: Modesto, San Francisco, Redding, Shasta	$750
		Travel for Regional Coord (N. Central) Mileage for services and assistance on-site, 7,000 miles @ $.28/mile to such cities and sites as: Modesto, Yreka, Alturas, Weaverville, San Francisco, Davis, Woodland, Galt, Merced, Madera, Fresno, Parlier, Dinuba, Sonora, Jackson, Columbia, Lotus, Georgetown, Placerville, Dunnigan.	$1,960
		Per diem: 10 trips @ $111/24 hours	$1,110

Project Budget, California PEERS Outreach Project, Year Three
October 1994 - September 1995

Object, class, category	Explanation	Justification	
		Airline travel to attend meetings in Southern California and extreme Northern California, 3 trips @ $250. Will support appropriate staff.	$750
		IV. Contracted services	$26,269
		A. Telephone 2 sites, $100/mo, 12 mos. at each site to provide technical assistance and maintain contact with project clients, CDE, and project staff	$2,400
		B. Office space rental CSUH: in kind Sacramento office fair market value for Coord. and clerical for 12 months (with indirect costs of 10%)	$8,125
		C. Consultants: 1. Fiscal evaluation consultant Cesca Piuma, Ph.D. 5 days @ $200/day	$1,000
		Travel for Dr. Piuma 1 airline trip from Madison, WI to Sacramento, CA	$600
		Dr. Piuma will assist the CDE and project staff to analyze and complete the cost/benefit comparisons between special classes and inclusive programs.	
		Per diem for Dr. Piuma 5 days @ $111/day	$555

Project Budget, California PEERS Outreach Project, Year Three
October 1994 - September 1995

Object, class, category	Explanation	Justification
		Research Consultant $1,200 Dr. Pam Hunt, California Research Institute 6 days @ $200/day to work on data analysis for evaluation studies 2. Research technician/data collection consultants a. 1 consultant, 100 hrs @ $12/hr $1,200 b. 1 consultant, 100 hrs @ $12/hr $1,200 Benefits for data collectors @ 12% $288 Travel for data collectors, 1,475 miles @ $.28/mile $413 3. Training consultants, released time/ honoraria for 10 teachers from project sites (selected and future Tech Centers) to attend training, 22 days @ $85/day $1,870 4. Tech center team trainings to replication partners, 2 days of prep time to each of 8 team members at $150/day $2,400 5. Inclusive education consultants: identified experts from general and special education to assist/co-train with project staff in targeted LEAs/school sites.

Project Budget, California PEERS Outreach Project, Year Three
October 1994 - September 1995

Object, class, category	Explanation	Justification	
		10 days @ $200/day	$2,000
		1,000 miles @ $.28/mile	280
		8 days per diem @ $111/day	$888
		6. Advisory board members Meetings will alternate between Central and Coast. Travel to 4 board meetings for 5 persons representing sites, agencies, IHEs.	
		5 people x 4 meetings x 250 miles/trip @ $.28/mile	$1,400
		Meeting costs 3 meetings @ $150/meeting (includes room rental)	$450
		Subtotal for CSUH contractual	$147,991
Project Grant		Indirect at CSUH (.08)	11,839
Total $159,830		TOTAL FOR CSUH	$159,830

TABLE 1
PROJECT OBJECTIVES

IIC Objectives and Timeline

Task A: State Level Systems Change

Project staff will:
1.0 Participate as staff on the California Department of Education Special Education Division Management Team

- 1.1 Attend monthly CDE management meetings to provide project updates, input to strategic plan implementation, policies and procedures to facilitate inclusive schooling.
- 1.2 Meet monthly with the director to ensure coordination of project efforts with CDE restructuring and LRE plans, update on LEA activities and needs, etc.

2.0 Provide technical assistance and inservice training on inclusive programming to all key CDE constituencies for increased spread of effect, expertise and longevity of project efforts.

- 2.1 Program Assistance and Compliance Resolution Unit
- 2.2 Policy Services Unit
- 2.3 Monitoring and Project Unit
- 2.4 Program Curriculum and Training Unit
- 2.5 Statewide Programs Unit
- 2.6 Legislative/Legal Unit

3.0 Collaborate with CDE specialized and general education branches to...
- 3.1 Develop innovative models for inclusive service delivery within state initiated restructuring plans.
- 3.2 Determine availability and overlap of resources
- 3.3 Implement policies that will ensure eliminating any redundant services
- 3.4 Develop cost-effective models for inclusive education which both protect specialized services and allow for inclusion of students within general education settings.
- 3.5 Incorporate inclusive education within existing relevant education code sections.
- 3.6 Form representative project advisory board to work on the above through quarterly meetings.

4.0 Collaborate with existing statewide training and implementation efforts to develop and deliver inservice and material through existing general and special education vehicles throughout the state.
- 4.1 Training and Resources for Community and Curriculum Integration (TRCCI-SH area inservices unit)
- 4.2 California Deaf Blind Services
- 4.3 Transition
- 4.4 Positive Behavior Change
- 4.5 Special Education Innovation Institutes
- 4.6 Parent Outreach networks, SECACNOC

- 4.7 CSPDAC
- 4.8 California School Leadership Academy (CSLA)
- 4.9 California Implementation Sites
- 4.10 SB 1274 Implementation Sites

5.0 Collaborate with Institutes of Higher Education (IHEs) research and training efforts through...
- 5.1 Active participation of IHE representatives on the project advisory board.
- 5.2 Cooperative development and implementation or research plans on efficacy/outcomes of inclusion with SFSU, SDSU, CSUH.
- 5.3 Development, validation and infusion or materials and training on inclusion within general and special education teacher credential requirements
- 5.4 Collaborate with CSU Hayward (lead IHE in the project) for field testing and initial implementation of 5.3.
- 5.5 Develop mutual use of "Tech Centers" as implementation sites for preservice and inservice preparation (see 9.0)

6.0 Conduct annual statewide Special Education Innovation Institutes on inclusive education.

Task B: Local level systems change.

Project staff will...

1.0 Provide technical assistance to facilitate delivery of special education services in grade and age-appropriate general education classes in home schools/ schools of choice through innovative inclusive options.
- 1.1 Initiate work with six Local Educational Agencies (LEAs) identified for the first project period in the two regions of the state (10/92-3/94)
- 1.2 Develop an LEA selection process/application for the second project period, (3/94-9/95)
- 1.3 Select the second group of LEAs and initiate 1.0

2.0 Identify specific school sites within each LEA for project assistance and implementation of inclusive models.
- 2.1 Assist with LEA and building level needs assessments for inclusion.
- 2.2 Assist with development of collaborative planning teams and school site level plans.
- 2.3 Assist with inservice plan development and implementation.

3.0 Develop and facilitate or utilize existing building level and instructional teams which include...
- 3.1 Building principal/V.P.
- 3.2 General educators
- 3.3 Parents
- 3.4 Special educators
- 3.5 Students
- 3.6 Community representative

4.0 Coordinate building level inclusive planning process with LEA and building level restructuring efforts.
  4.1 SB 1274 (Restructuring initiative)
  4.2 SB 620 (Healthy Start coordinated service delivery)

5.0 Develop and implement innovative curricular processes and alternative instructional strategies to facilitate inclusive education.
  5.1 Teams receive training on curricular adaptation.
  5.2 Implement curricular adaptation processes.
  5.3 Evaluate adaptation process and revise as needed:
    5.3.1 Learner outcomes
    5.3.2 Educator satisfaction
  5.4 Team trained in alternative instructional strategies, for example...
    5.4.1 Cooperative learning strategies
    5.4.2 Peer tutoring
    5.4.3 Whole language/activity bases instruction
  5.5 Evaluate effectiveness of alternative strategies and adapt as indicated.

6.0 Implement validated student-level strategies to facilitate development of meaningful social relationships and networks among students and their peers.
  6.1 Circles or friends/support networks
  6.2 Mapping and futures planning processes
  6.3 Social skills instruction
  6.4 Extra curricular involvement

7.0 Evaluate 6.0 on an ongoing, formative basis and revise as needed.
  7.1 Parent interviews
  7.2 Student feedback
  7.3 Student network/relationships quality
  7.4 Educator feedback
  7.5 Community feedback

8.0 Develop and implement systematic manageable instructional and data collection process.
  8.1 Teams trained in processes
  8.2 Teams implement processes
  8.3 Evaluate processes and revise as needed
    8.3.1 Leaner outcomes
    8.3.2 Educator satisfaction
    8.3.3 Parent evaluation of the utility of skills

9.0 Develop building level technical assistance centers (Tech Centers) with representative training teams to provide outreach, training visitations and information for replication partners within and outside the LEA.
  9.1 Establish criteria for Tech Centers
  9.2 Select at least four Tech Centers annually
  9.3 Identify training teams from each center
  9.4 Incorporate teams within existing CDE sponsored California Implementation Sites network

- 9.5 Provide specific training to each team
- 9.6 Utilize teams within the district
- 9.7 Utilize teams in training replication partners
    - 9.7.1 Identify similar school sites in project districts
    - 9.7.2 Establish site agreements
    - 9.7.3 Conduct trainings
    - 9.7.4 Evaluate trainings and revise as needed
    - 9.7.5 Develop and implement Tech Center training modules for further replication
- 9.8 Utilize teams and Tech Center sites for technical assistance
    - 9.8.1 Planned visitations
    - 9.8.2 Product sharing and dissemination
    - 9.8.3 Ongoing peer to peer coaching, consultation
    - 9.8.4 Problem solving on specific issues
- 9.9 Utilize teams within annual Special Education Innovation Institute (SEII) trainings

10.0 Collaborate with CDE California Implementation Sites network, TRCCI and California Deaf Blind Services to utilize Tech Centers across projects and develop additional sites

- 10.1 Expand CDE California Implementation Sites network to include/formalize general-special education teams and Tech Center concept.

11.0 Work with LEA Administrators and Boards of Education to develop and implement policies and procedures which facilitate inclusive education.

- 11.1 Draft mission statements with teams at the school level
- 11.2 Draft missions statements with LEA level teams
- 11.3 Submit LEA mission statements to Boards for approval process and incorporation as policy
- 11.4 Develop district local implementation guide for inclusion

Task C: Product Development and Dissemination

Project staff will....

1.0 Develop, field test and disseminate a manual on the implementation of inclusive education for state, local and IHE audiences.

- 1.1 Draft manual
- 1.2 LEA and peer review
- 1.3 Revise manual
- 1.4 Field test manual in eight LEAs
- 1.5 Revise manual
- 1.6 Disseminate manual through:
    - 1.6.1 Resources in Special Education (RiSE-CDE)
    - 1.6.2 IHEs-CSU system
    - 1.6.3 SchoolCom and Special Edge announcements
    - 1.6.4 Project mailings
    - 1.6.5 Local, regional and statewide conferences
    - 1.6.6 Innovation Institutes
    - 1.6.7 CDE training networks (see A.4. above)

2.0 Conduct annual Statewide Innovation Institutes for school leadership and site teams planning for inclusion.

3.0 Develop training modules on inclusive schooling to accompany the project manual and/or be incorporated into existing training vehicles.
  3.1 Develop modules
  3.2 Field test modules in LEAs and through SEII
  3.3 Revise modules
  3.4 Work with other vehicles for modules adoption/adaptation and infusion
    3.4.1 TRCCI
    3.4.2 California Deaf-Blind Services
    3.4.3 California School Leadership Academy
    3.4.4 Transition
    3.4.5 Positive Behavior Change
    3.4.6 SB 1274 and SB 620 trainings
    3.4.7 Parent Outreach networks

4.0 Produce at least two journal articles for publication on project activities and inclusive outcomes.
  4.1 First article draft
  4.2 Article submitted for publication
  4.3 Second draft article
  4.4 Article submitted for publication
  4.5 Articles summaries to state (SpecialEdge), local and regional newsletters

5.0 Present information on project strategies and outcomes data at local, regional, state and national conferences for general and special educators and parents.
  5.1 LEA sponsored inservice
  5.2 Regional conferences (eg. California Implementation Sites workshops, SEII, ACSA, SB 1274 conferences)
  5.3 Statewide conferences
    5.3.1 Association of California School Administrators
    5.3.2 Cal TASH
    5.3.3 SEII
    5.3.4 California School Boards Association
    5.3.5 Integrated Resources
    5.3.6 Supported Life
  5.4 National conferences/meetings
    5.4.1 Project Directors meetings
    5.4.2 TASH

6.0 Network and collaborate with existing and newly selected statewide systems change projects to share information, strategies, evaluation techniques and outcomes.
  6.1 Newsletter articles
  6.2 Product dissemination
  6.3 Joint conference presentations (eg. TASH)
  6.4 Project Directors meetings

Task D: Project Evaluation

Project staff will...

- 1.0 Utilize management by objectives process to monitor project activity
  - 1.1 Monthly staff meetings
  - 1.2 Quarterly reports

- 2.0 Conduct formal evaluations of each project component (formative data)
  - 2.1 State level
    - 2.1.1 CDE participation
    - 2.1.2 CDE inservice training
    - 2.1.3 CDE collaboration, policies and procedures
    - 2.1.4 Field test inclusive cost models and conduct comparative analyses within selected target LEAs
    - 2.1.5 Document policy changes and Education Code revisions which support quality inclusive education
    - 2.1.6 Collaboration with Statewide Programs Unit
    - 2.1.7 IHE collaboration
      - 2.1.7.1 Advisory Board
      - 2.1.7.2 Research plans
      - 2.1.7.3 Infusion of materials
      - 2.17.4 Tech Center development and use
    - 2.1.8 Advisory Board
      - 2.1.8.1 Effectiveness
      - 2.1.8.2 Member satisfaction
    - 2.1.9 Statewide Special Education Innovation Institutes on inclusion
      - 2.1.9.1 Consumer satisfaction
      - 2.1.9.2 Action plans
      - 2.1.9.3 Utility of information to consumers
  - 2.2 Local level
    - 2.2.1 LEA site level planning process
    - 2.2.2 Team process
    - 2.2.3 Curricular adaptations
      - 2.2.3.1 Learner outcomes
      - 2.2.3.2 Educator satisfaction
    - 2.2.4 Instructional strategies
    - 2.2.5 Student level
      - 2.2.5.1 Circles/networks
      - 2.2.5.2 Social skills
      - 2.2.5.3 Extracurricular involvement
    - 2.2.6 Data collection processes
      - 2.2.6.1 Learner outcomes
      - 2.2.6.2 Educator satisfaction
      - 2.2.6.3 Parent interview on skills utility
    - 2.2.7 TECH Centers
      - 2.2.7.1 Implementation site criteria
      - 2.2.7.2 Inservice evaluation by recipients
      - 2.2.7.3 Visitation evaluations
      - 2.2.7.4 SEII evaluations

    - 2.2.8 LEA/Site policies
        - 2.2.8.1 Adequacy and application of mission statements
        - 2.2.8.2 Implementation site manual
- 2.3 Product development/dissemination
    - 2.3.1 Manual
        - 2.3.1.1 Peer review
        - 2.3.1.2 Field test data
    - 2.3.2 SEII
        - 2.3.2.1 Inservice evaluations
    - 2.3.3 Modules
        - 2.3.3.1 LEA field test data
        - 2.3.3.2 Training vehicles field test data
- 2.4 Publications
    - 2.4.1 Peer review
- 2.5 Networking/collaboration
    - 2.5.1 Cross-Project product review

3.0 Conduct summative evaluation of project effectiveness
- 3.1 Study #1: Learner outcomes and quality of social relationships
- 3.2 Study #2: Cost comparisons across integrated and inclusive models
- 3.3 Study #3: Friendship development

TABLE 2
PROJECT TIMELINES

KEY:
Beginning ●
End ■
Periodic Activity ▲

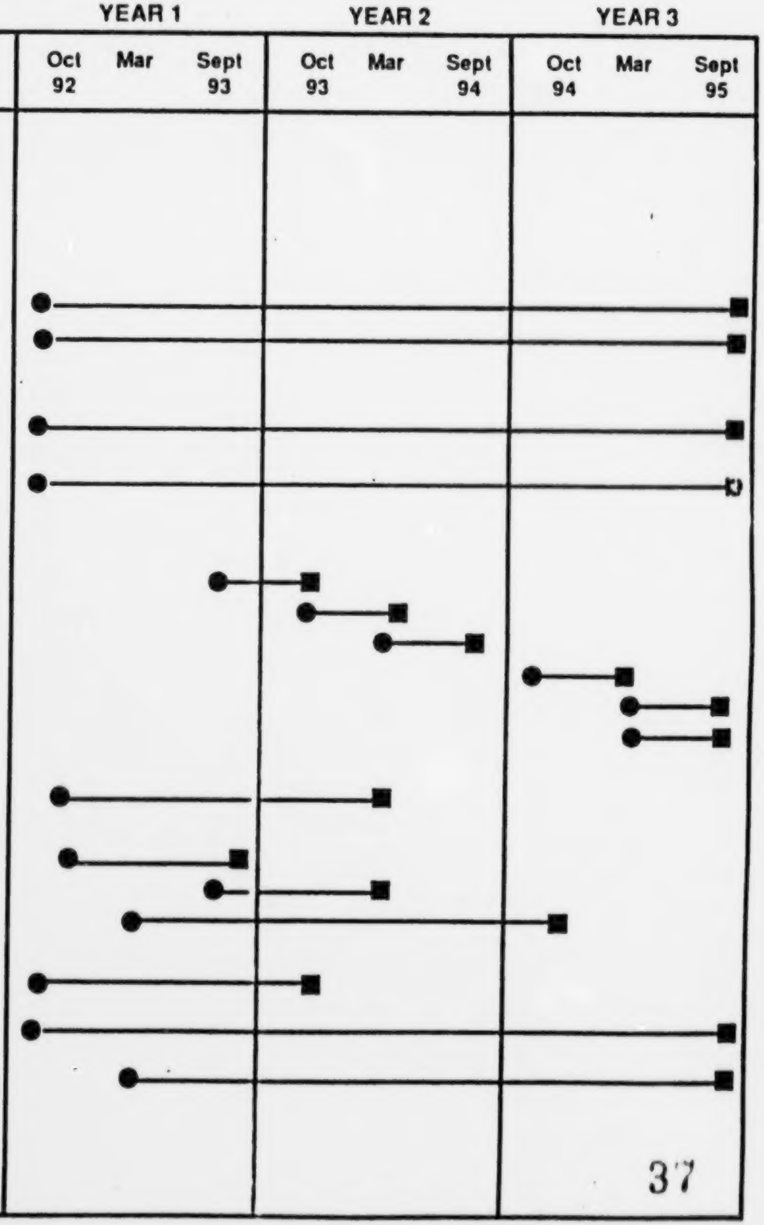
CALIFORNIA OUTREACH PROJECT

Objectives & Timelines

Area/Objective Task A
State Level Systems Change

Project Staff will…

1. Participate as staff on the CDE Special Division Management Team
    - 1.1 Attend monthly CDE management meetings to provide: project updates, input to strategic plan implemen-tation, policies and procedures to facilitate inclusive schooling.
    - 1.2 Meet monthly with the director to ensure coordination of project efforts with CDE restructuring and LRE plans, update on LEA activities and needs, etc.
2. Provide technical assistance and inservice training on inclusive programming to all key CDE constituencies for increased spread of effect expertise and longevity of project efforts.
    - 2.1 Program Assistance and Compliance Resolution Unit
    - 2.2 Policy Services Unit
    - 2.3 Monitoring and Projects Unit
    - 2.4 Program Curriculum & Training Unit
    - 2.5 Statewide Programs Unit
    - 2.6 Legislative/Legal Unit
3. Collaborate with CDE Specialized and general education branches to…
    - 3.1 Develop innovative models for inclusive service delivery within state initiated restructuring plans.
    - 3.2 Determine availability of and overlapping resources.
    - 3.3 Implement policies that will ensure eliminating any redundant services
    - 3.4 Develop cost-efficient models for inclusive education which both protect specialized services and allow for inclusion of students within general education settings.
    - 3.5 Incorporate inclusive education within existing education code relevant sections.
    - 3.6 Form representative project advisory board to work on above through quarterly meetings.
4. Collaborate with existing statewide training and implementation efforts to develop and deliver inservice and material through existing general and special education vehicles throughout the state.



KEY:

Beginning ●
End ■
Periodic Activity ▲

CALIFORNIA OUTREACH PROJECT

Objectives & Timelines

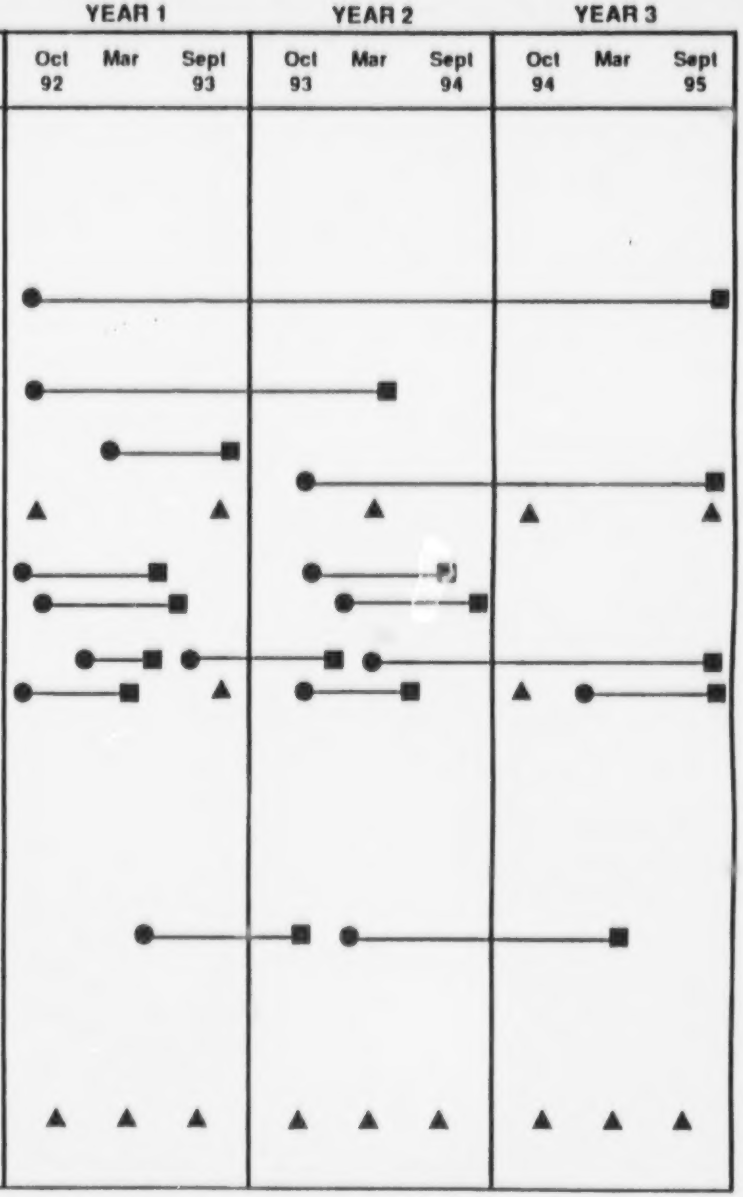
	YEAR 1			YEAR 2			YEAR 3		
	Oct 92	Mar	Sept 93	Oct 93	Mar	Sept 94	Oct 94	Mar	Sept 95
4.1 Training and Resources for Community and Curriculum Integration (TRCCI - SH Area Inservice Unit)	●								■
4.2 Deaf-Blind Services			●						■
4.3 Transition				●					■
4.4 Positive behavior Change					●				■
4.5 Special Education Innovation Institutes		▲			▲			▲	
4.6 Parent Outreach Networks, SECACNOC			▲			▲			▲
4.7 CSPDAC				▲			▲		
4.8 California School Leadership Academy (CSLA)		●							■
4.9 Implementation Sites Network	●								■
4.10 SB 1274 Implementation Sites									
5. Collaborate with institutes of higher education (IHES) research and training efforts through...	●								■
5.1 Active participation of IHE reps on project advisory board.	●								■
5.2 Cooperative development and implementation of research plans on efficacy/ outcomes of inclusion with SFSU, SDSU, CSUH.		●							■
5.3 Development, validation and infusion of materials and training on inclusion within general and special education credential requirements and teacher credential requirements.		●							■
5.4 Collaborate with CSU Hayward (lead IHE in project) for field testing and initial implementation of 5.3.		●				■			
5.5 Develop mutual use project "tech centers" as implementation sites for preservice and inservice preparation (see 9.0).			●						■
6. Conduct annual statewide Special Education Innovative Institutes on inclusive education.			▲			▲			▲

KEY:

Beginning ●
End ■
Periodic Activity ▲

CALIFORNIA OUTREACH PROJECT

Objectives & Timelines



Area/Objective Task B
Local Level Systems Change

Project Staff will...

1. Provide technical assistance to facilitate delivery of special education services in grade and age-appropriate general education classes in home schools/schools of choice through innovative inclusive options.
   1.1 Initiate work with four LEAs identified for first project period in the three regions of the state (10/92-3/94).
   1.2 Develop LEA selection process/application for second project period, (3/94-9/95),
   1.3 Select second group of LEAs and initiate 1.0.
2. Identify specific school sites within each LEA for project assistance and implementation of inclusive models.
   2.1 Assist with LEA and building level needs assessments for inclusion.
   2.2 Assist with development of collaborative planning teams and school site level plans.
   2.3 Assist with inservice plan and implementation.
3. Develop and facilitate or utilize existing building level and instructional team which include...
   3.1 Building principal/VP
   3.2 General educators
   3.3 Parents
   3.4 Special educators
   3.5 Students
   3.6 Community representative
4. Coordinate building level inclusive planning process with LEA and building level restructuring efforts.
   4.1 SB 1274 (Restructuring initiative)
   4.2 SB 620 (healthy start-coordinated service delivery)
5. Develop and implement innovative curricular processes and alternative instructional strategies to facilitate inclusive education.
   5.1 Teams receive training on curricular adaptation.

KEY:

Beginning ●
End ■
Periodic Activity ▲

CALIFORNIA OUTREACH PROJECT

Objectives & Timelines

	YEAR 1			YEAR 2			YEAR 3		
	Oct 92	Mar	Sept 93	Oct 93	Mar	Sept 94	Oct 94	Mar	Sept 95
5.2 Implement curricular adaptation processes									
5.3 Evaluate adaptation process and revise as needed:	●					■			
5.3.1 Learner outcomes		▲		▲		▲	▲		▲
5.3.2 Educator satisfaction			▲		▲	▲		▲	▲
5.4 Teams trained in alternative instructional strategies e.g.	●								■
5.4.1 Cooperative learning strategies	▲		▲	▲		▲	▲		▲
5.4.2 Peer tutoring	▲		▲	▲		▲	▲		▲
5.4.3 Whole language/activity based	▲		▲	▲		▲	▲		▲
5.5 Evaluate effectiveness of alternative strategies and adapt as indicated.	●								■
6. Implement validated student-level strategies to facilitate development of meaningful social relationships and networks among students and their peers.	●								■
6.1 Circles of friends/support networks	●								■
6.2 Mapping and future planning processes.	●								■
6.3 Social skills instruction	●								■
6.4 Extra curricular involvement	●								■
7. Evaluate 6.0 on ongoing formative basis and revise as needed.		●							■
7.1 Parent interviews		▲			▲			▲	
7.2 Student feedback		▲			▲			▲	
7.3 Student network/relationships quality			▲			▲			▲
7.4 Educator feedback		▲			▲			▲	
7.5 Community feedback		▲			▲			▲	
8. Develop and implement systematic manageable instructional and data collection process.	●								■
8.1 Teams trained in processes		▲	▲		▲	▲		▲	▲
8.2 Teams implement processes		▲		▲	▲		▲	▲	
8.3 Evaluate processes and revise as needed									
8.3.1. Learner outcomes			▲	▲		▲	▲		▲
8.3.2 Educator satisfaction			▲	▲		▲	▲		▲
8.3.3 Parent evaluation of utility of skills			▲	▲		▲	▲		▲
9. Develop building-level technical assistance centers ("tech centers") with representative training teams to provide outreach, training, visitations and information for replication partners within and outside the LEA.	●								■
9.1 Establish criteria for tech centers.	●	■							
9.2 Select at least four tech centers annually.		▲			▲			▲	
9.3 Identify training team from each center.		▲			▲			▲	

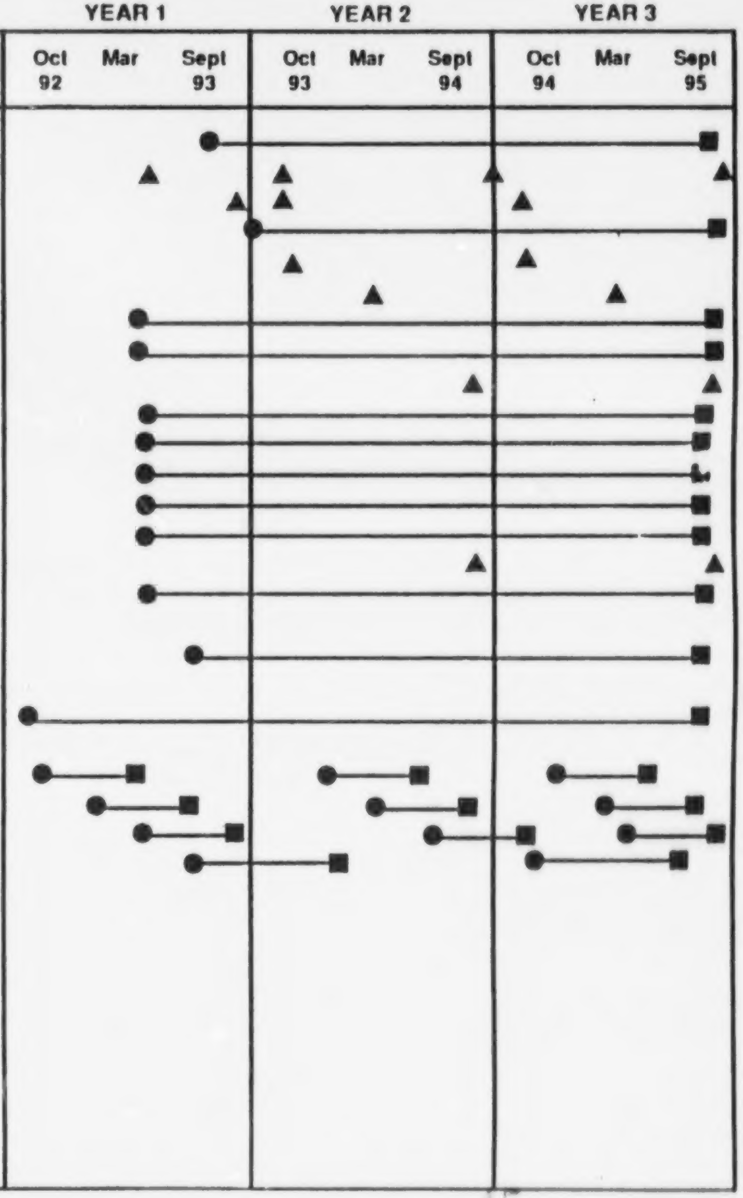
KEY:

Beginning ●
End ■
Periodic Activity ▲

CALIFORNIA OUTREACH PROJECT

Objectives & Timelines

9.4 Incorporate teams within existing CDE sponsored Implementation Sites Network.
9.5 Provide specific training to each team.
9.6 Utilize teams within district.
9.7 Utilize teams in training replication partners.
  9.7.1 Identify similar school sites in project districts.
  9.7.2 Establish site agreements
  9.7.3 Conduct trainings
  9.7.4 Evaluate trainings and revise as needed.
  9.7.5 Develop and implement tech center training modules for further replication.
9.8 Utilize teams and tech center sites for technical assistance.
  9.8.1 Planned visitations
  9.8.2 Product sharing and dissemination
  9.8.3 Ongoing peer-peer coaching, consultation
  9.8.4 Problem-solving on specific issues
9.9 Utilize teams within annual Special Education Innovation Institute (SEII) trainings.
10. Collaborate with CDE implementation sites network, TRCCI and Deaf-Blind Services to utilize tech centers across projects and develop additional sites.
  10.1 Expand CDE Implementation Sites Network to include/formalize general - special education teams and "tech center" concept.
11. Work with LEA Administrations and Boards of Education to develop and implement policies and procedures which facilitate inclusive education.
  11.1 Draft mission statements with teams at school level.
  11.2 Draft mission statements with LEA level team.
  11.3 Submit LEA mission to boards for approval process and incorporation as policy.
  11.4 Develop district local implementation guide for inclusion.



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Beginning ●
End ■
Periodic Activity ▲

CALIFORNIA OUTREACH PROJECT

Objectives & Timelines

	YEAR 1			YEAR 2			YEAR 3		
	Oct 92	Mar	Sept 93	Oct 93	Mar	Sept 94	Oct 94	Mar	Sept 95
Area/Objective Task C ***Product Development & Dissemination***									
Project Staff will...									
1. Develop, field test, and disseminate a manual on implementation of inclusive education for state, local and IHE audiences.									
1.1 Draft manual		●				■			
1.2 LEA and peer review						●	■		
1.3 Revise manual							●		■
1.4 Field test manual in eight LEAs								●	■
1.5 Revise								●	■
1.6 Disseminate manual through:									
1.6.1 Resources in Special Education (RiSE - CDE)								●	■
1.6.2 IHEs - CSU system								●	■
1.6.3 SchoolCom and Special Edge announcements.								●	■
1.6.4 Project mailings								●	■
1.6.5 Local, regional, and statewide conferences.								●	■
1.6.6 Innovation Institutes								●	■
1.6.7 CDE training networks (see A.4. above)								●	■
2. Conduct annual Statewide Innovation Institutes for school leadership and site teams planning for inclusion.			▲			▲			▲
3. Develop training modules on inclusive schooling to accompany project manual and/or be incorporated into existing training vehicles.									
3.1 Develop modules		●	■						
3.2 Field test modules in LEAs and through SEII			●	■					
3.3 Revise modules				●	■				
3.4 Work with other vehicles for modules adoption/adaptation and infusion.				●					■
3.4.1 TRCCI				●					■
3.4.2 Deaf-Blind Service				●					■
3.4.3 California School Leadership Academy				●					■
3.4.4 Transition				●					■
3.4.5 Positive Behavior Change (within TRCCI)				●					■
3.4.6 SB 1274 and 620 trainings				●					■

KEY:

Beginning ●
End ■
Periodic Activity ▲

CALIFORNIA OUTREACH PROJECT

Objectives & Timelines

	YEAR 1 Oct 92	YEAR 1 Mar	YEAR 1 Sept 93	YEAR 2 Oct 93	YEAR 2 Mar	YEAR 2 Sept 94	YEAR 3 Oct 94	YEAR 3 Mar	YEAR 3 Sept 95
3.4.7 Parent Outreach Networks				●					■
4. Produce at least two journal articles for publication on project activities and inclusive outcomes.									
4.1 First article draft				▲					
4.2 Submitted for publication					▲				
4.3 Second article draft							▲		
4.4 Submitted for publication								▲	
4.5 Article summaries to state (SpecialEdge), local and regional newsletters									▲
5. Present information on project strategies and outcomes data at local, regional, state and national conferences for general and special educators and parents.									
5.1 LEA sponsored inservice		●							■
5.2. Regional conferences (e.g. Implementation Site Networks, SEH, ACSA, 1274 conferences)			●						■
5.3 Statewide conferences		●							■
• Association of California School Administrators					▲			▲	
• CAL-TASH		▲				▲			▲
• SEH			▲			▲			▲
• CSBA (CA School Boards)	▲			▲			▲		
• Integrated Resources		▲			▲			▲	
• Supported Life			▲			▲			▲
5.4 National Conferences/Meetings									
• Project Directors	▲			▲			▲		
• TASH	▲			▲			▲		
6. Network and collaborate with existing and newly selected statewide systems change projects to share information, strategies, evaluation techniques and outcomes.									
6.1 Newsletter articles	●								■
6.2 Product dissemination	●								■
6.3 Joint conference presentations (e.g. TASH)				●					■
6.4 Project directors' meetings	▲			▲			▲		

KEY:

Beginning ●
End ■
Periodic Activity ▲

CALIFORNIA OUTREACH PROJECT

Objectives & Timelines

Area/Objective Task D Project Evaluation

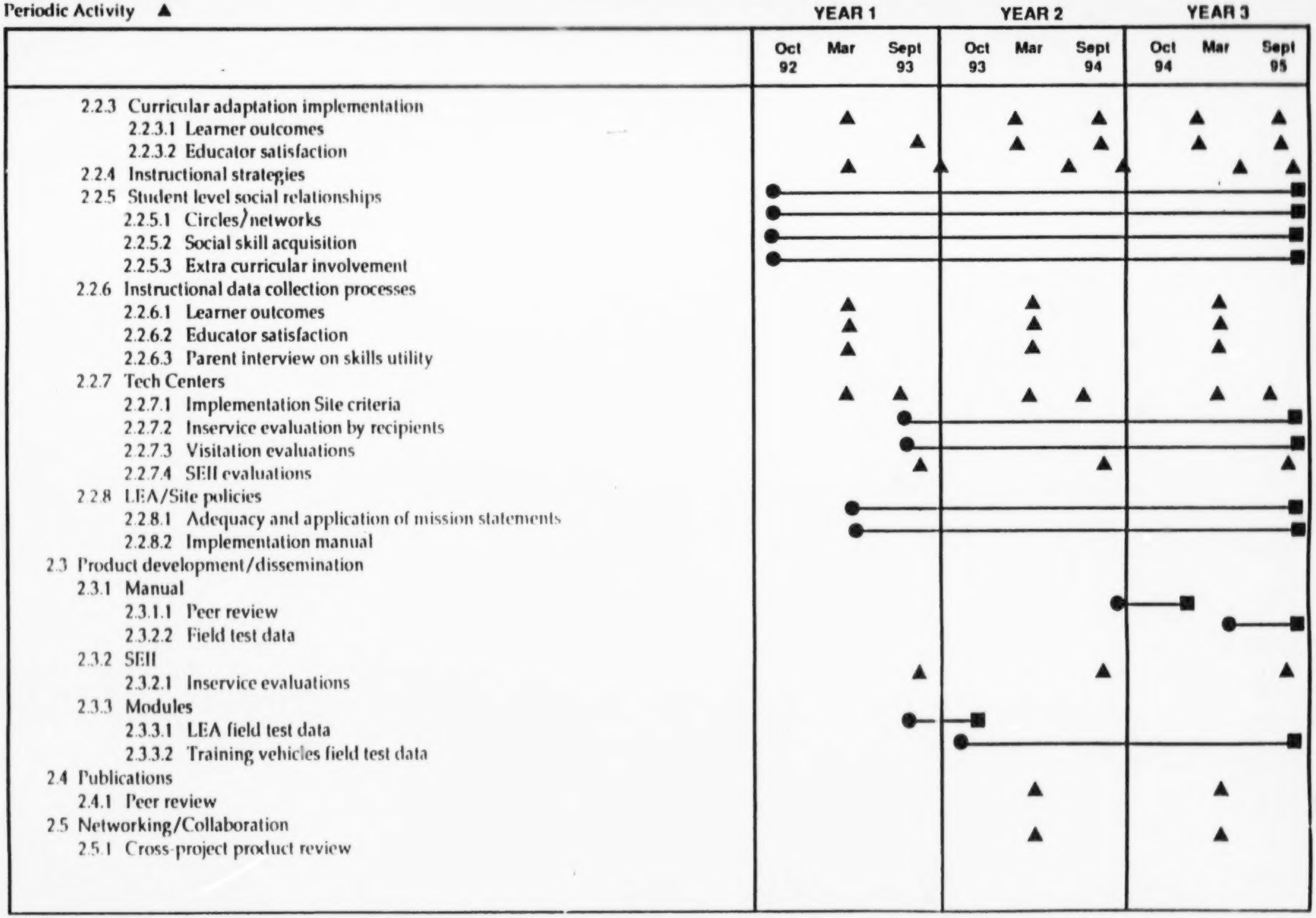
	YEAR 1			YEAR 2			YEAR 3		
	Oct 92	Mar	Sept 93	Oct 93	Mar	Sept 94	Oct 94	Mar	Sept 95
1. Utilize management by objectives process to monitor project activity.	●	—	—	—	—	—	—	—	■
1.1 Monthly staff meetings	●	—	—	—	—	—	—	—	■
1.2 Quarterly reports	●	—	—	—	—	—	—	—	■
2. Conduct formal evaluations of each project component (formative data) See Table -									
2.1 State Level									
2.1.1 CDE participation			▲			▲			▲
2.1.2 CDE inservice training			▲			▲			▲
2.1.3 CDE collaboration, policies and procedures			▲			▲			▲
2.1.4 Field test inclusive cost models and coduct comparative analyses within selected target LEAs		●	—	—	—	—	—	—	■
2.1.5 Document policy changes and Education Code revisions which support quality inclusive education		●	—	—	■				
2.1.6 Collaboration with Statewide Unit		●	—	—	—	—	—	—	■
2.1.7 IHE collaboration									
2.1.7.1 Advisory board	●	—	—	—	—	—	—	—	■
2.1.7.2 Research plans			▲			▲			▲
2.1.7.3 Infusion of materials			▲			▲			▲
2.1.7.4 Tech center development/use				▲			▲		
2.1.8 Advisory Board									
2.1.8.1 Effectiveness			▲			▲			▲
2.1.8.2 Member satisfaction			▲			▲			▲
2.1.9 Statewide Special Education Innovation Institutes on inclusion									
2.1.9.1 Consumer satisfaction			▲			▲			▲
2.1.9.2 Action plans			▲			▲			▲
2.1.9.3 Utility of information to consumers			▲			▲			▲
2.2 Local Level									
2.2.1 LEA Site Level planning process		▲	▲		▲	▲		▲	▲
2.2.2 Team process		▲	▲		▲	▲		▲	▲

KEY:

Beginning ●
End ■
Periodic Activity ▲

CALIFORNIA OUTREACH PROJECT

Objectives & Timelines



2.2.3 Curricular adaptation implementation
  2.2.3.1 Learner outcomes
  2.2.3.2 Educator satisfaction
2.2.4 Instructional strategies
2.2.5 Student level social relationships
  2.2.5.1 Circles/networks
  2.2.5.2 Social skill acquisition
  2.2.5.3 Extra curricular involvement
2.2.6 Instructional data collection processes
  2.2.6.1 Learner outcomes
  2.2.6.2 Educator satisfaction
  2.2.6.3 Parent interview on skills utility
2.2.7 Tech Centers
  2.2.7.1 Implementation Site criteria
  2.2.7.2 Inservice evaluation by recipients
  2.2.7.3 Visitation evaluations
  2.2.7.4 SEII evaluations
2.2.8 LEA/Site policies
  2.2.8.1 Adequacy and application of mission statements
  2.2.8.2 Implementation manual
2.3 Product development/dissemination
  2.3.1 Manual
    2.3.1.1 Peer review
    2.3.2.2 Field test data
  2.3.2 SEII
    2.3.2.1 Inservice evaluations
  2.3.3 Modules
    2.3.3.1 LEA field test data
    2.3.3.2 Training vehicles field test data
2.4 Publications
  2.4.1 Peer review
2.5 Networking/Collaboration
  2.5.1 Cross-project product review

KEY:

Beginning ●
End ■
Periodic Activity ▲

CALIFORNIA OUTREACH PROJECT

Objectives & Timelines

	YEAR 1			YEAR 2			YEAR 3		
	Oct 92	Mar	Sept 93	Oct 93	Mar	Sept 94	Oct 94	Mar	Sept 95
3. Conduct summative evaluation of project effectiveness									
3.1 Study #1: Learner outcomes and quality of social relationships		●				■			
3.2 Study #2: Cost comparisons across integrated and inclusive models		●							■
3.3 Study #3: Friendship development				●					■

V. CONCEPTUAL FRAMEWORK

What is "Inclusion"?

"They told me if I wanted my son fully included, he would have to show he could be in regular class independently. I know he's going to have trouble with all the work in that class, but I want him to be around people his own age who talk and play games and act like kids. Right now he's in his regular class, but he doesn't have anyone helping him. The teacher is trying, but I can see she's frustrated. Isn't he supposed to have some kind of special education help?"

"I really believe in inclusion and I'm trying to make it work as an itinerant teacher, but I have to cover eight schools with ten students. I'm not getting to see them much or their classroom teachers, much less actually work with them, and I have to rely on my instructional assistants. I'm afraid that if we have any serious behavior problems, the response will be to move the student back to special class."

There are a lot of things done in the name of inclusion, and these two vignettes illustrate situations that occur far too often nationwide. Because inclusion is so often misunderstood, it is also mistrusted and confused with putting students with special needs into general education classrooms with no support; mainstreaming students who are "ready" for part of the day; or creating situations in which special education teachers can only be consultants because of the number of students and schools they must cover. These practices operating under the name "inclusion" or "full inclusion" are destined to fail because the necessary supports and planning are not formalized or even addressed.

Our history of services for students with severe disabilities reflects separation and segregation from other students without disabilities. In recent years, through the advocacy of parents and educators, and the successes of students who have been included in general education and community settings, increasing numbers of students are being included as members of general education classes. This change is not without difficulty and probably the primary challenge in change is in attitude. A number of educators and parents inside and outside special education have some difficulty understanding why including students is beneficial, and how students' individual needs will be met. It is incumbent upon those of us supporting this shift to inclusive education to demonstrate to families and staff that not only can students of diverse abilities learn together, but that specific student needs will be met. In doing so we will ensure that the powerful instructional strategies developed over time in special education are utilized in inclusive general education classes. This merger of powerful special education practices with best practices in general education defines *inclusive education*.

INCLUSION VS. MAINSTREAMING

Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools or schools of choice when these options exist for students without disabilities.

The single most identifiable characteristic of inclusive education is membership. Students who happen to have disabilities are seen first as kids who are a natural part of the school site and the age-appropriate general education classroom they attend. This is quite different from the more typical practice of mainstreaming in which students are members of a special classroom and periodically visit the general education classroom for instruction. The distinction is critical and presented in quite a compelling manner in Schnorr's 1990 article about first graders' perspectives on a part-time "mainstream student". Students speaking about belonging referred to the student being mainstreamed as not being in their class, "Sometimes he's in this class and the other time he goes down to his room --his class in room 10" (p. 235 Schnorr, 1990). Similarly, general education teachers receiving a mainstreamed student commonly see this student as belonging to another class and too often, the responsibility of another teacher. The transitions expected of students with special needs in terms of coming in and out of the general education classrooms are taxing. In the recent U.S. Court of Appeals case, Sacramento City USD v. Holland, the district proposed a plan in which the student would transition six times a day, in early primary grades! [14F.3d 1398 (1994)]

"Home schools" are not always the neighborhood school down the street. When a district has magnet or alternative schools which offer a focus such as the arts, or the sciences, those options must be available to students with disabilities. Magnet schools may provide instruction in more active, thematic approaches and for many students with disabilities, these practices may be the best approach (Hunt, Staub, Alwell & Goetz, 1994).

When students are members of age-appropriate general education classrooms in their normal schools of attendance, we also avoid the inappropriate placement of too many students who have IEPs at a particular school, and instead mirror the natural proportion of students with disabilities in our communities.

Students move with peers to subsequent grades in school.

The best environments for learning are those in which students are motivated, learning is active and information is presented in a manner that recognizes the diversity of each student. The outcomes expected for students at each grade level related to achievement of the core curriculum may not be possible for all included students, particularly those whose learning difficulties result from cognitive, motor, sensory or communication disabilities. Many of these students will not maintain pace with their peers without disabilities, particularly in the academic areas. To use the achievement of district grade level outcomes set for students without disabilities, would require that many students continue working at particular grade level material and concepts for many years. This contrasts with best practices in educational programs for students with severe disabilities where involvement in chronologically age-appropriate environments and activities has been identified as a key indicator. (Sailor, Anderson, Halvorsen, Filler, Doering & Goetz, 1989; Sailor, Gee & Karasoff, 1993; Simon, Karasoff & Smith, 1992).

To accomplish effective inclusion, the student's individual program (IEP) is addressed within the context of the curriculum through a matricing process that is discussed later in this article. In this way, the student's IEP is used to guide adaptations as well as direct instruction that will be supported in the general education class. Students benefit from the role models their peers provide. These appropriate role models provide not only the opportunity to learn how to behave in situations, but also allow for an increasing number of shared, real-life experiences with others the same age. For example, when students who are reading about Romeo and Juliet in literature class discuss the story at lunch or make references to it, the student with special needs will gain an understanding of the context of the conversation, and of the play being about teenage romance and relationships. As a special class student joining these peers only for lunch, she would have no such common experience or shared understanding. These experiences are critical steps in the development of those skills that lead to full participation in the community as a valued member and without them, students fall farther and farther behind their peers.

The development of friendships and social connections typically have their basis in shared history. Students who have had the same experiences have something to converse about. Their involvement in the same activities allows for a common bond. As students move from grade to grade or from school to school, having friends who move with them is one way to make the transition more comfortable. For students with disabilities, who may have a number of challenges already, having a social network to support them is extremely important to their success. This support network brings background and insight to the people in the next setting, assisting them in getting to know this person so that there are fewer misunderstandings and more success.

No special class exists except as a place for enrichment activities for all students.

Membership's importance cannot be overestimated. Successful inclusive education is difficult if a student is already seen as a member of a special education class. In many school situations, students who receive special education services are seen and referred to as "special education students" and when students qualify for special education services they are "sent to special education" as if it were a place. The problem with the special classroom is not in regard to students needing individualized instruction in a quieter or more structured setting, it is in the belief that they need to go somewhere else to receive it. In addition, it is in the belief and practice that only those students who qualify for special education need this type of instruction. We need to remind ourselves that even though the federal government has limited identification of students receiving special education services to 12%, this doesn't mean that only 12% of the students in a given school need or would benefit from more support. When special educators are an ongoing presence in our general education classrooms, more of this support can be provided for all students (Henderson, 1995).

A second concern with the special classroom is with the fact that if it is available, it will be used. When a student is having difficulty with the curriculum or in behaving appropriately in class, the most likely solution will be to send the student to the special class. In almost every case, this is not the best solution. Rather than address the reasons the student might be failing in the lesson, which might be in terms of how it is presented, the material itself, specific requirements of the lesson; and modifying in these areas, teaching staff often reach for the first strategy that comes to mind: send him to the special class until he is "ready." The strategies utilized in special classrooms are not appreciably different from good teaching strategies utilized in general education. A case might be made that the strategies can be more focused in a smaller setting, but this is an issue of how support is provided, rather than where that occurs.

Disability type or severity of disability does not preclude involvement in inclusive classrooms

Many times, school districts that are working to include students with disabilities take the approach that in order to be successful, it makes sense to start with those who are "most capable" or those who are "most like" the typical general education student. Educators seek to ease fears about inclusion by starting with those students who we think will make the smoothest transition and will not be "noticed as much." In our view, this is a mistake, because it delays the issue, and avoids the real basis for inclusive schools; a belief in the capacity for all students to learn and contribute. There are many illustrative examples of the problems with the former approach. In the 1980's, as special schools began to move students back to general education school sites, many started with the students with the most skills. This did not lessen the fears or concerns in most cases and in fact, made each subsequent move of students (who happened to have fewer skills) more difficult. Each transition meant starting over. Those programs that have most successfully included students have taken a *zero rejection* approach Baumgart, Brown, Pumpian, Nisbet, Ford, Sweet, Messina & Schroeder, 1982). If the school believes in inclusive education, it believes in including all students, not just those who are considered "ready". This is another critical difference between mainstreaming and inclusive education.

Mainstreaming has typically meant that students had to be able to perform in the general education class with little or no additional support. Inclusion means providing the student with the support necessary to participate and to learn.

The categorical approach fostered by special education has also created a number of problems. There are classes for students with autism, for those with physical disabilities, vision and hearing challenges, cognitive disabilities, social-emotional problems, which by their homogeneous nature serve to support the view of individual students as part of a group that requires a certain approach in learning. The strategies that have been found to be of value in supporting learning for a particular student can be useful to many students. Rather than place students based upon their label or the severity of their disability, inclusive schools serve all students regardless of the type or severity of disability by ensuring that the expertise and support they need is placed with them. For example, in two rural districts we know, all elementary age students with disabilities are supported in their general education classes by special education teachers and part-time paraprofessionals. The support teacher's caseload is non categorical, and the special education staff presence in these classes has led to decreased referrals in one school, and to team-teaching with the result of added resources for general education students in both schools.

SERVICE DELIVERY

The staff to student ratio for an itinerant special education teacher is equivalent to the special class ratio and aide support is at least the level it would be in a special class.

One of the most often heard concerns regarding inclusive education is that there will be insufficient support for students with special needs in the general education classroom. General education teachers will be required to spend an inordinate amount of time with students who have special needs. This perception has led to negative reactions from teachers' bargaining units such as American Federation of Teachers which called for a moratorium on inclusion until we "know how to do it right." (Shanker, 1994).

It is important to consider the typical level of support currently provided in special classrooms. For example in California, with current funding levels, the special class unit provides one credentialled special education teacher and 1.05 instructional assistants for an average of ten students. School districts often increase the support to two instructional assistants per special class when the class involves students with severe disabilities. Of course, the IEP may require additional support for individual students. When students are mainstreamed, the special education teacher must carefully manage a small pool of support resources across those mainstream classes while continuing to operate the special classroom. Within the special classroom, it is also important to acknowledge that all students do not work on the same level or even on the same objectives. Staff typically work either individually or with small groups in the classroom. This is important information in terms of the belief that when students are sent to the special classroom, they receive more intensive services. Every student with special needs does not have one-to-one instruction and that level of support may not be available or desirable when they are included.

A benefit of inclusive education in regard to in-class support is that staff do not need to maintain a special class while supporting students in their general education classrooms. The limited support available can be focused on actual in-class support. The challenge for staff is to ensure that the limited support is used to the best advantage. One strategy teachers have used is to meet as a group involving all general education cooperating teachers and the special education inclusion teacher to determine how the available support will be allocated. Specific times when staff assistance is required are identified and the whole group works collaboratively to set the support schedule. This approach avoids the situation common in many schools in which the special education teacher is expected to allocate support, usually to no one's satisfaction. In an era when competition for resources in education is high, the use of instructional assistants must be carefully considered. Involving those general educators and administrators directly impacted in the allocation of these resources creates an environment more conducive to understanding the demands on both general and special education.

It is extremely important to acknowledge that inclusive education does not mean placing students in general education classrooms without support. It is also important to note that it does not mean that every student is attended by a "personal aide." At least the same level of support provided these students in the special education classroom should be provided in inclusive settings.

There is always a certificated employee (special education teacher, resource specialist/other) assigned to supervise and assist any classified staff (eg. paraprofessional) working with specific students in general education classrooms.

Many school districts that are taking a piecemeal approach to inclusion are either placing students in general education classrooms without support, or hiring an instructional assistant to work with the student in the classroom under the supervision of the classroom teacher. Students who qualify for special education services, particularly those with severe disabilities, require staff trained in their instructional needs. In our estimation, there are very definite skills required of educators serving students with special needs and it is a grave mistake to ignore this. Special educators are trained in working with families, selecting goals and objectives, understanding the implications of particular disabilities and providing the instruction necessary to support students in learning the academic, communication, motor, social and cognitive skills necessary.

Successful inclusive programs ensure that there is always a qualified, credentialled special education teacher who supervises the paraprofessional staff in cooperation with the general education classroom teacher. This special education/inclusion teacher is responsible for overseeing: 1)IEP implementation; 2) the training of paraprofessional staff ensuring that instructional programs are implemented correctly; and 3) the effective communication and collaboration of all staff. As noted above, many school districts are reorganizing services district-wide, moving to a non-categorical service approach. This approach may mean that teachers credentialled in the area of learning disabilities may also be responsible for serving students with severe disabilities. When special education teachers begin operating outside the area for which they have been specifically trained, (e.g. in a non-categorical approach), it is incumbent on administrators to ensure that they receive the specific ongoing training they require to serve students under their care. What is important to note is that students deserve qualified teachers and inclusive education does not preclude that right. Some districts have provided support for cross-categorical training by supporting teachers in completing additional credential work, releasing teachers from their duties to provide hands-on training to another teacher, or selecting inclusion mentor teachers with expertise in particular areas and releasing them for a designated number of days per year according to a carefully designed plan, so that they can then coach and support their peers. A non-categorical approach offers the potential for ensuring that students may be served in their home schools by avoiding the clustering of students with a particular label, and teachers may be able to provide support in just one school.

Special education students who are fully included are considered a part of the total class count for class size purposes. In other words, even when a student is not counted for general education average daily attendance (ADA), s/he is not an "extra" student above the contractual class size.

In California, when students are mainstreamed from a special class, they are not counted as a member of the general education class because they are already counted as a part of the special class count. For general education teachers, this is important because mainstreaming another student means making accommodations in terms of space, materials, planning and attention. General education teachers who may be overwhelmed already by the numbers of students in their classrooms are not thrilled about receiving another student outside their contractual class size. In contrast, inclusive education by definition means that the student with special education needs is a full member of the general education classroom, counted as part of the class size. This ensures that general education classrooms that include students with special needs do not result in undue impact to that class..

When schools include students as members of general education classrooms for class size, and at the same time generate special education support through special class placement, there can be a negative fiscal impact to the district. Depending on average class size, including that number of students with special needs in the district can mean generating the need for additional classroom teachers. It is important that districts also analyze their expenses and savings in other areas, such as the reduced transportation costs that may result from inclusion. In addition, as students are included, special education classrooms for 10 students become available to general education classes of 30 students, thus saving on space acquisition and maintenance costs of several thousand annually (Halvorsen, Neary, Hunt & Piuma, 1995).

Supported education efforts are coordinated with school restructuring at the district and site level and a clear commitment to an inclusive option is demonstrated by the Board of Education and Superintendent.

With increasing pressure to examine their practices in light of what many perceive to be very disappointing outcomes, schools are initiating restructuring of the way students learn and educators teach (Jorgensen, 1994; Roach, 1994; Sailor, 1991). These restructuring efforts hold great promise for re-examining our vision for education, the expectations we hold for students who are part of our schools, and the way we organize our learning environments in light of current variables.

In 1991, through a legislative initiative, California offered planning incentives for schools restructuring education. It was disappointing to find that very few of the proposals for these restructuring planning grants involved any mention of special education, and it is difficult to understand how a school could restructure without special education being addressed. Not only are 10-12% of the students in a district receiving special education services, but many of these students are involved in both general and special education programs and the coordination of the staff and students involved is an ongoing challenge. To be successful, any restructuring at the school site or district level must include all students. The resources that are categorically provided in many situations are not economically used and may be wasted. When schools coordinate resources based upon what students need they can use them to better advantage.

Finally, unless those in positions of influence and authority support inclusive education verbally and in their actions, there will continue to be ambivalence about implementing the changes necessary in our schools. At every level of the district, inclusive education impacts people and practices. The changes people will need to make are difficult and require support. There will be resistance and outright conflict in changing our schools that requires strong administrative leadership (Roach, 1992; 1994). This support need not be dictatorial or top-down. Rather, in successful districts, superintendents have charged their administrators with forming representative cross-constituency Inclusion Task Forces to develop proposed policies for administrative and Board review, and to formulate training plans as well as recommendations for procedures that will support effective inclusion. These districts have provided released time to support initial and ongoing training needs as well.

PLANNING AND CURRICULUM DEVELOPMENT

The special education and general education teachers collaborate to ensure:

- ***a.*** ***the student's natural participation as a regular member of the class;***
- ***b.*** ***the systematic instruction of the student's IEP objectives;***
- ***c.*** ***the adaptation of core curriculum and/or materials to facilitate student participation and learning.***

The success of students with intensive special needs has traditionally been the responsibility of special education staff in separate programs. Even when students have been mainstreamed, their involvement in the general education classroom has been defined by the expectations of the special education teacher.

Decisions about appropriate goals and objectives and responsibility for adapting curriculum have been seen as within the role of the special educator.

In contrast, inclusive education connotes membership of not only students with special needs, but special education staff, too. The role shift in inclusive education is particularly evident in terms of how special and general educators operate. When students are seen as valued members of the school, and real members of the age-appropriate classrooms, decisions and responsibilities for the achievement of those students are within the role of both general and special educators. This collaborative teaming (Rainforth, York & Macdonald, 1992) offers the best opportunity for success, not only in a student's participation, but in their achievement.

There are three major considerations in collaboration among general education teachers and special education support staff. The primary benefit of inclusive education lies in the fact that students have access to the variety of activities, routines, celebrations, responsibilities, choices, opportunities and information available to other students. Sharing this history is critical to more fully participating in the community at-large, now and in the future. The first consideration of cooperating general and special educators is to ensure that each student is naturally involved in all these opportunities and activities. Every activity available in the general education program offers opportunities for skill development in cognitive, motor, social and communicative areas. As cooperating educators inventory these opportunities, the critical question is not can this student be included, but what degree of support is necessary for the student to participate and achieve.; what are our expectations and what assistance can be provided to ensure success?

The second consideration is to ensure that students receive the specialized instruction they need to learn within the general education activities and curriculum. Over the years, powerful instructional strategies have proven to be beneficial in assisting students with significant learning disabilities to learn. These strategies are not obsolete in inclusive settings, and although some may need to be modified for use in heterogeneous settings, they must be available to educational staff. Instructional strategies focused on analyzing activities and routines, assessing and teaching to specific learning styles and prompting and correcting are relevant in any educational setting. Through collaborative planning, parents and general and special educators share relevant information on formal and informal assessments and determine which systematic instructional strategies are advised, how they will be delivered within lessons and activities, who will use them and how they will be evaluated (Neary et al, 1992).

Finally, collaborative planning allows a vehicle for adapting curriculum. The variety of activities and depth of curriculum common in most classrooms requires time to prepare materials and strategies for students with intensive special needs so that they may obtain the greatest amount of benefit. Many adaptations are easily accomplished and can be generated by the general education teacher as a normal part of responding to the diversity of abilities within the general population. Others will require thought and special preparation. There are a number of published curriculum development approaches available which share common elements of an ecological approach (Giangreco, Cloninger & Iverson, 1993; Gee, Alwell, Graham & Goetz, 1994; Neary, Halvorsen, Kronberg & Kelly, 1992). Each stresses the necessity of developing a *student planning team* involving the student, his/her parents, the student's close friends, and general and special education teachers to gain insight into the student's strengths and needs as well the current and future environments and activities targeted. There are a number of ways being utilized to gain this insight, including the Family Interview (Calif. Dept. of Education, 1992), MAPS (Forest & Lusthaus, 1989), and Personal Futures Planning (Mount & Zwernick, 1988). Priorities generated through this approach form the basis for examining the school and classroom routines and activities for potential opportunities and to develop a plan for support and participation. A *collaborative planning team*, which involves the general and special educator and parent as a core team, is responsible for identifying educational priorities and the activities they will be addressed within. Many collaborative teams use a matricing process to organize ideas about how educational priorities will be met throughout the day. The daily schedule for the class or a schedule of course options (secondary) are placed along one axis and the educational other needs are placed along the second axis. The team brainstorms ideas for meeting student needs through this process, establishing an initial *student participation plan*. A number of ways to adapt curriculum have been suggested (Ford & Davern, 1992; Giangreco et al 1994, Neary et al, 1992 and Udvari-Solner, 1994) including providing physical assistance or assistive devices, adapting materials, incorporating multi-level curriculum, working on alternate goals within the core curriculum, changing instructional groupings and teaching formats and providing varying levels of support. In selecting adaptations, collaborative teams select curriculum outcomes and strategies that are as close as possible to typical student outcomes, and that allow for student success.

It is critical for teams to continue to refine student participation and staff support strategies. Developing personal futures plans and educational priorities can get the student started in the general education program, however, it is likely that the program will need continual refinement and adjustment. *Transdisciplinary functional assessment processes* offer the best opportunity to identify critical skill needs in classroom, school and community activities and routines so that the student's participation improves qualitatively. Functional assessments outline the natural steps or requirements of an activity or routine, identify the current level of student performance, identify potential adaptations and targets for teaching. They also help identify the level and types of supports necessary for success.

Supplemental instructional services (e.g. communication, mobility, adapted P.E.) are provided to students in classrooms and community settings through a transdisciplinary team approach.

Because of their communicative, physical, sensory or social-emotional needs, many students with severe disabilities have a number of specialists involved in providing services. Each discipline has its own approach and each needs time with the student to assess and provide direct services. Often, these multi-disciplinary services are done in isolation from each other. There is a wealth of literature on the benefit of providing integrated therapy services to students with special needs (Campbell, 1987; Rainforth et al, 1992). This transdisciplinary approach (Rainforth et al. 1992) is promising because by definition it means coordination of services, effective and efficient use of staff and demonstration of communicative, motor, cognitive and social skills in relevant contexts. A collaborative approach allows for service providers to conduct joint assessments, share information regarding their assessments, impressions, suggestions about goals and objectives and instructional approaches. Further, it extends beyond this, in that it begins a process of skill-sharing among service providers. They determine assessment and support schedules so that the most efficient and effective use of their time is assured. For example, speech and language services can be delivered within classroom lessons with the therapist supporting the student during Language

Arts. Physical therapy services can be delivered in classroom transitions, positioning the student at tasks, or in P.E activities. When related service providers work in this fashion, modeling collaboration on a regular basis in the general education setting, general and special educators can take advantage of their specific information and expertise in order to develop their own skills in other disciplines.

Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents and related service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.

Meeting the needs of students with special needs in inclusive settings requires that frequent and focused discussion regarding the student's progress and participation take place. The activities of the school and general education classroom are dynamic, requiring planning and preparation of materials to ensure the student will achieve the full benefit. Often, teachers in mainstreaming situations find it difficult to meet except at lunch or on the run between classes. Students with significant challenges require a more carefully thought out approach and formalizing these planning times is critical. Regular, structured planning meetings that are effective and efficient allow special education staff the preparation time they need to best access the curriculum and other opportunities at the site and in the classroom. They allow general educators the opportunity to voice their ideas and any concerns they have about the student's progress and participation, and the provide parents with a way to participate in the learning situation and keep in touch with their child's progress.

At the elementary level, meetings involve the student's general education teacher, the special education support teacher, parents, and when necessary, related services staff or instructional assistants. Meetings are generally held at least monthly and may be more frequent initially until staff and parents are comfortable with the program. At the secondary level, the special education support teacher commonly meets with general education staff during preparation time. If cooperating general education teachers have common preparation time, the number of separate meetings is reduced. At least initially, pulling the team of cooperating general educators, the special education support teacher and parents together is important to discuss expectations, learning approaches and to resolve concerns.

One of the most difficult issues with planning meetings concerns the time for the meeting. Many sites set these meetings before school. This keeps the team on track because when it is time for students, there is no delay. It is amazing how quickly decisions are made in this time crunch. Other sites plan after school, which may allow for more leisure, but often means tired team members. Common teacher preparation time is used and allows more flexibility in meeting during the school day. Some sites hire a substitute on one day of the month to free cooperating teachers for a period to meet with the special education inclusion teacher. Other sites use "banked" time. By agreement among staff and families, instructional days are lengthened and minimum days are established periodically to allow for preparation time. Schools that provide quality inclusive education make this planning time a priority.

Plans exist for transition of students to next classes and schools of attendance in inclusive situations.

As students prepare to transition to their next grade or school, it is critical that planning team meetings begin to address this change and that those individuals who will be working with the student, for example the next general education teacher, are part of the planning. Many school sites have established a formal process for transition planning, scheduling a series of meetings in the spring with sufficient time for a smooth transition.

Transition meetings involve the core planning meeting team-the current general education teacher, the special education inclusion teacher, the parent(s) and the next general education teacher(s). In some situations, they involve the student's friends. They focus on informing the next teacher(s) or other important staff about the student's needs and progress. They allow for parents to meet the next teacher and share their hopes and dreams for their child. They allow for team members to share the stories of success for the year and identify those things that they believe will continue the success. They also help establish a support system for the new teachers involved. Like the collaborative planning team meetings discussed, transition planning meetings should be organized, efficient and action-oriented. Transition planning meetings identify specific activities for team members to take, for example arranging a visit to a new school or class, working out mobility or accessibility issues, meeting other students and examining curriculum for adaptation strategies. Taking the time to open communication among all involved is a wise investment of our resources and critical to supporting students in inclusive situations.

BEST PRACTICES

Effective instructional strategies (eg. cooperative learning, activity-based instruction, whole language) are supported and encouraged in the general education classroom. Classrooms promote student responsibility for learning through strategies such as student-led conferences, and student involvement in IEPs and planning meetings.

Many special educators who have been working to integrate or mainstream students with severe disabilities from the basis of a special class, have often had a limited number of opportunities. As Biklen pointed out in Achieving the Complete School: Strategies for

Effective Mainstreaming (1985), one of the most common strategies for mainstreaming is the *teacher deal.* This is defined as "....administrators and the educational system do not provide support for mainstreaming or, at least in any significant way, participate in it. They may recognize it, even speak positively about it, but its life depends upon the individual teachers who make it happen" (p.28). The special education teachers in this common situation approach teachers they feel might be amenable to integration/mainstreaming and attempt to get their student into the class. General education teachers can say yes or no. Integration then depends upon this agreement, not on what the student may need. In inclusive education, the team attempts to match student needs, classroom environment and teaching style.

There is a large body of literature on the advantages of active, hands-on learning for students with severe disabilities (c.f. Horner, Dunlap & Koegel, 1988). Learning has been shown to be more rapid, and skills are more likely to be generalized and initiated when learning situations are relevant, functional and active (Hunter, 1982; Stoll, 1991; Wang, 1992). Teachers, if they have the choice, will usually opt for the general education classrooms that provide this type of learning environment as the most likely to support success.

General educators have also recognized the benefits of cooperative structures in supporting learning (e.g. Johnson & Johnson, 1987; Slavin, 1992). Classroom populations have become increasing diverse in terms of the abilities of students who do not qualify for special education. Teachers have also recognized that the skills students need to participate and succeed in the world today go far beyond reading, writing and arithmetic. In an increasingly complex, diverse and immediate world, cooperative and collaborative skills are critical. Cooperative learning offers enormous benefits for supporting students with disabilities. It allows for students to work at their own level on a variety of skills with the support of the other group members. Research continues to support the effectiveness of cooperative learning in terms of both acquisition and mastery for students with and without disabilities (Siavin, 1991) and for both groups of students in inclusive situations (Hunt, et ai 1994).

Finally, many schools have found success in supporting student skill development through increasing their involvement in decision-making about their education and evaluating their own progress. (Ford, Davern & Schnorr, 1992; Rothman, 1990). Students with special needs also participate in "person centered planning" to determine their own goals and objectives (Forest & Lusthaus, 1989). They have worked with staff to select examples of their own work and planned for student-led conferences to share progress with families (Gistelli & Morse, 1994).

TRAINING

General ability awareness is provided to staff, students and parents at the school site through formal or informal means, on an individualized basis. This is most effective when ability awareness is incorporated within general education curriculum.

In many situations, students in general education have not had direct experience being educated with or interacting with, students with disabilities, particularly those with significant cognitive, motor, social or sensory challenges. Their teachers and parents may also have very limited personal experience with disability, because they were not educated in inclusive settings themselves. When a school is changing its approach by including students previously excluded, students, teachers, administrators and others may need information about disability. This allows them to have a better understanding of the impact of disability and strategies to support those who have disabilities.

There are many ways to provide ability awareness at a school site. Most ability awareness workshops include experiential stations, small group opportunities for participants to see what it might be like to experience a sensory loss, cognitive difficulty, motor problem or communication barrier for a brief time. These experiences do not represent the true experience, because they are transitory and out of context, however they do stimulate conversation about the impact of a disability. The simulation experience is one very important part of these activities. Another important component is the opportunity for participants to discuss how disabilities might affect many of our life activities, including school work. Equally important, ability awareness simulations and discussions educate participants on how people adapt, accommodate and compensate.

While large scale experiential and informational approaches have been implemented in many areas, including "Disability Awareness Fairs" or "Disability Awareness Week" , many schools are incorporating information about disability within the curriculum in a more natural, relevant manner. For example, discussions about attitudes towards and treatment of, people with differences can be part of our social sciences or history curriculum. We can discuss many of the physiological bases for disability within our science or health curricula. Literature provides an enormous opportunity to discuss the flexibility and adaptability of people, as well as provide role models of people who overcome challenges daily. Much of the exciting electronic and mechanical equipment developed for students with communication and motor challenges can also be part of our computer sciences, home economic or science curricula. Rather than develop add-on disability awareness days, or assemblies, educators have found ways to weave relevant and current information and experiences within much of the core curriculum. Some school districts have incorporated diversity in ability as part of their multi-cultural education curriculum (Davis Joint Unified School District, 1992).

It should be noted that the most beneficial ability awareness approach is in how our schools, teachers, parents and students model their belief in the value of each person in the community. Talking about treating each other with respect, regardless of our abilities means little if we are not living the experience each day. Similarly, encouraging peers to interact with and be friends with students with disabilities means little if adults do not welcome and interact with and seek out these students themselves.

Adequate training/staff development is provided for all involved.

Many school districts have initiated inclusive education for individual students or groups of students without adequately addressing the training and staff development needs. These initial efforts have succeeded or failed based upon the skills of those advocating for or implementing inclusion. Often it is the special education teacher who takes on the responsibility for providing information and resources to others who are cooperating. These initial efforts are commendable, but rely on a very few people to maintain the inclusive practices and each year they must be repeated with new staff.

There is an increasing number of school districts and school sites that are taking a more formal approach to training and staff development by pulling together site and/or district level planning teams to assess the current situation in terms of factors that support and hinder inclusive education. A critical part of this effort is to design an inservice plan for staff, students and parents to ensure that those involved have the skills necessary to meet the needs of all students. The best way to ensure that an inservice training plan for inclusive education is relevant and effective is to develop the plan through a school site team involving the site administrator, general and special educators, paraprofessionals and parents. These key individuals can identify not only the most important content necessary, but also the best way to structure the inservice training. Site teams often arrange to visit other inclusive programs and may invite teams from these schools to meet with site staff to share experiences and strategies. Effective training should include awareness level presentations, skill practice workshops, follow-up sessions on application and teacher to teacher dialogue.

Inclusive education is not an add-on program at a school. It is not for one student whose parents advocate or for students who are "ready" for inclusion. With the increasing interest in inclusive education and the corresponding increase in controversy about this initiative, it is critical that we have standards defining inclusion. When we operate from a common understanding of what supports success, we can more easily establish these inclusive environments and assist those schools to work through the challenges of implementation.

VI. DESCRIPTION OF THE MODEL, ACTIVITIES AND PARTICIPANTS

Task A: State Level Systems Change

1.0 Participate as staff on the California Department of Education Division Management Team.

The State Director of Special Education and Project Director, Leo Sandoval, and the Assistant Director of the State's Division of Special Education and Project Consultant, Steve Johnson met regularly with the Management Team to ensure that CDE Special Education consultants were continually updated on PEERS Outreach activities and the activities of participating districts. The Special Education Division went through reorganization during the life of this project with the elimination of some training and technical assistance projects and the creation of others. Mr. Sandoval and Mr. Johnson communicated with personnel involved to facilitate inclusive education activities and collaboration among projects.

2.0 Provide technical assistance and inservice training on inclusive programming to all key CDE constituencies for increased spread of effect, expertise and longevity of project efforts.

Project staff provided consultation to both the Statewide Programs Unit and Program, Curriculum Training Unit in their efforts in developing and delivering training throughout the state.

Strategies developed through this project on participating district sites regarding curriculum adaptation, behavioral support, service delivery models and peer support models were shared with Special Education Division staff through collaborative committee work, special education conferences and summer institutes. The PEERS Outreach Project presented at the State Special Education Conference on inclusive service delivery models and systems change strategies.

Presentations were also made to the Special Education Advisory Commission and the California State Board of Education regarding inclusive education.

3.0 Collaborate with CDE specialized and general education branches.

Both PEERS Outreach staff members were Regional Facilitators for the Statewide LRE Work Group and the Inclusive Education Support Team, product oriented work groups with representation from a widely diverse population of general and special education professionals, consumers and parents. The LRE work group developed a new policy statement on LRE, which has been presented to the field for input throughout the state. As this statewide group examined LRE, it became clear that the major focus of the state should be in strengthening and developing inclusive education practices. The critical importance of training for parents, general and special education teachers and instructional assistants and administrators was acknowledged. The state wide work group and regional work groups began a process of materials development regarding inclusive education. Materials are currently being developed through this process using resources from the PEERS Outreach Project among others developed nationally.

In addition, PEERS Outreach provided input to CDE Legal Unit regarding a legal policy on Inclusive Education, assisting in defining the programmatic parameters of inclusion. The project also assisted in organizing visitations of the California Department of Education, the Department of Finance and the Legislative Analyst's Office to PEERS Outreach Technical Assistance Centers for input on revisions to the state's funding model. Staff from these three state agencies have developed a draft for a new funding model for special education in the state which has recently been submitted to the governor and legislature. (Appendix A)

4.0 Collaborate with existing statewide training and implementation efforts to develop and deliver inservice and material through existing general and special education vehicles throughout the state.

During the first year of this project, three of the key training and implementation efforts of CDE were eliminated. Training and Resources for Community and Curriculum Integration (TRCCI) and Positive Behavior Change (PBI) provided inservice training and technical assistance throughout California regarding curriculum development, integration and behavior change to educators and families. California Implementation Sites coordinated a network of sites throughout California which demonstrated best practices in services for students with severe disabilities. Funds for these programs were redirected to Research, Development and Demonstration (RD&D), a technical assistance effort involving three California State University sites and cooperating school districts in the area. The PEERS Outreach Project worked collaboratively with RD&D particularly during the first year when one of the project staff was also a staff member of RD&D. Since none of the RD&D sites were those involved with the PEERS Outreach Project, there was no direct collaboration in specific districts. However, PEERS Outreach collaborated with RD&D through joint trainings and sharing of materials developed through PEERS Outreach. PEERS Outreach Project staff provided inservice training on inclusive education for participating RD&D sites. RD&D staff are also involved on the Regional Work Groups noted above for the Inclusive Education Support Team.

The PEERS Outreach Project staff have worked collaboratively with California Education Innovation Institutes (CEII) each year of the project to provide two and five day institutes on inclusive education for school site teams. These institutes were partially supported by project funds and involved teams from over the entire state in addition to the specific eight districts involved in the project.

Project staff have provided training on inclusive education through general education training vehicles, including the California Elementary Education Association and the Association of California School Administrators. Materials and training strategies developed through this project have been incorporated in the Beginning Teacher Support & Assessment (BTSA) Full Inclusion Training, funded through grants from the Special Education and Teaching Support Offices on the CDE and the Commission on Teacher Credentialling. Parent training and support agencies such as Warmline Family Resources, Disability Rights Education defense Fund, Exceptional Parents Unlimited and Matrix have utilized the PEERS Outreach Project for direct training and resources.

Finally, California Deaf-Blind Services has incorporated materials developed through this project in their training and technical assistance efforts with families and educators.

5.0 Collaborate with Institutes of Higher Education (IHE) research and training efforts.

Both project staff are on the faculties of California State Universities in Hayward and Sacramento. Materials developed through this project have been incorporated in teacher preparation programs in each university. Strategies regarding preparation for inclusion, modifying curriculum, team planning, facilitating friendships and ability awareness are currently addressed through mainstreaming course work required of each general education teacher and also in preparation for special education teachers. (Appendix B). Materials have been shared with other California State Universities including CSU Fresno, San Francisco State, CSU Northridge and San Diego State.

The manual, *Curriculum Adaptations for Inclusive Classrooms*, developed through the original PEERS Project, has continued to be disseminated throughout the nation through this project and nationally through California Research Institute. They report that it continues to be in high demand.

One of the key research activities of this project was completed in collaboration with California Research Institute staff at San Francisco State University involving a cost-benefit comparison of inclusive education and special day class mainstreaming.

The PEERS Outreach Project Advisory Board involves IHE representation and in coordination with project staff and field experts, developed and validated *Implementation Site Criteria for Integrated Programs* (Appendix C), an assessment and support tool for identifying model integrated programs and utilized in a study funded by the California Legislature to identify model integrated sites. (SB 806).

6.0 Conduct annual statewide Special Education Innovation Institutes.

Over the three years of the project, project staff have provided very successful summer institutes for school site teams. *School Site Team Collaboration for Inclusive Schools*, a five day, intensive training institute for teams of general and special education teachers, school administrators, parents, instructional assistants and related service providers has provided direct training for approximately 180 participants on all aspects of inclusive education. Presenters included general and special educators, a school site team from an inclusive site, parents and administrators. Each participating team developed an action plan to implement upon return to their site and included inservice training, restructuring activities as well as individual student planning activities. (Appendix D, agendas and related materials)

VI. Task B: Local Level systems change: North Central Region

1.0 Provide technical assistance to facilitate delivery of special education services in grade and age-appropriate general education classes in home schools of choice through innovative inclusive options.

Four school districts (Pierce Joint Unified; Davis Joint Unified, San Lorenzo Valley, Napa Unified) were selected for the first project period as part of the grant application process. Sites were selected based upon their interest in expanding current integration efforts toward more inclusive options and committed to the project during the grant application process. At the end of the first project period, project staff developed a comprehensive application process to identify four districts for the second cycle. (Appendix E). Selection criteria included commitment to establish a representative district level task force with parents included, availability of inclusive education to any student in the district, inservice training, development of a district inclusive education procedures guide and participation as a technical assistance center for other districts interested in pursuing planned inclusive education. The second four districts selected for services (Merced Union High School, Dry Creek Elementary, Berkeley Unified, San Francisco Unified) participated during the second eighteen months of the project.

Project staff assisted in organizing and facilitating the district level inclusive education planning team, including completing a needs assessment, developing a district-wide implementation plan, providing inservice training, problem solving, providing on-site technical assistance and developing a district procedures guide for inclusive education.

North Central Region local activities

2.0 Identify specific school sites within each LEA for project assistance and implementation of inclusive models.

In the North Central region, the two school districts involved during the first cycle, Pierce Joint Unified and Davis Joint Unified are rural and suburban districts respectively. Pierce Joint Unified consists of three schools, total. Arbuckle Elementary, Johnson Junior High and Pierce High School are all located within a quarter mile of each other. All three schools were involved in the project, however, since Arbuckle Elementary involved the majority of students with severe disabilities, the primary focus of technical assistance was on that school.

Davis Joint Unified School district involves ten school sites, six of which are elementary, three intermediate or junior high and one high school. One of the elementary schools is a Spanish immersion school and was not involved in inclusive efforts. Three of the elementary schools, Patwin, Valley Oak and North Davis were previously involved in providing inclusive services to students with severe disabilities and were committed to continuing to develop this option. Two of the junior high schools, Holmes was selected initially because two students were slated to transition there and during the second year, Emerson also participated. During the second year, Davis Senior High became involved as the district inclusive education committee began to plan for transitions.

During the second cycle, two districts were involved in the North Central region, Dry Creek Joint Elementary District and Merced Union High School District. Dry Creek is a rapidly growing district which currently involves four schools, Kindergarten through eighth grade. The district committed to working with one school initially, Heritage Oak Elementary, however a second school, Quail Glen Elementary also became involved during the project. While primary work in the district focused on these two elementary schools, some inservice and planning also occurred in the middle school.

Merced Union High School District involves four high schools, Merced High, Golden Valley High, Atwater High and Livingston High. For the purposes of this project, two were selected based upon their interest, commitment and the fact that these two schools were taking back students previously served at a special school by an intermediate agency, the Merced County Office of Education. Representatives from other schools periodically participated in the planning meetings and inservice training, but primary focus was on Golden Valley and Merced High School.

The two project districts during the first cycle, Davis and Pierce are working collaboratively with the local county offices of education which employ the special education teaching and support staff for students with severe disabilities. In the other two districts participating during the second cycle, Merced and Dry Creek, special education support staff are employees of the districts.

3.0 Develop and facilitate or utilize existing building level and instructional teams.

In each of these four districts, assessment and planning took place primarily in district level inclusive education planning teams. All planning meetings with the exception of Davis Joint Unified School District were held at the site of one of the participating schools and these meeting locations were rotated periodically to encourage participation from other faculty. In Davis, initial meetings were held at school sites and later moved to the district office as a central location. Because of the small number of sites in each district, it was possible to deal with site level issues at the district level planning meetings. In Davis, where inclusive education support teachers are responsible for more than one site, two half days were added to the monthly planning meetings to coordinate support services across sites and to plan for transitions. During the project, the district Director of Pupil Personnel/Director of Special Education proposed a district-wide special education restructuring initiative which combined district and county support services. Outreach Project staff met with teams from each school site in Davis to address site issues and concerns and to identify restructuring steps possible.

All sites participated in the California Education Innovation Institutes held during the summer and involving teams of general and special educators, administrators and parents. During these institutes, site level plans were developed including inservice and restructuring plans.

District *Inclusive Education Committees* were held monthly in most cases after school for 2 hours. In Dry Creek, 3 1/2 hours of released time during the school day was provided. Members of the committees included parents, general and special education teachers, related services staff, and administrators from both general and special education. Each committee took a slightly different approach to planning meetings. Pierce and Davis, both of which had previous experience with inclusive education, focused on the development of district level procedures to support inclusive education. Through this process, the committee was able to identify strategies necessary to support inclusive education and plan for the involvement of new sites. Davis Joint Unified had students who had been served inclusively for 3 or more years and who were about to transition to secondary sites. The preparation for these transitions became one of the critical issues for the district planning committee. The fact that both Pierce and Davis work collaboratively with the county office in the area also meant focus on supervision and staffing issues as part of the committee work.

In Merced, a commitment to return several students with severe disabilities from the county office program at the special school to the school district guided the committee work. The fact that the transition was directly to a high school with students having no experience with peers with severe disabilities made it even more critical that attention to the transition and participation on these sites should be carefully planned and executed. One of the new inclusion support teachers was new to special education and the second was new to high school and committee meeting time was often devoted to supporting these teachers in their new role.

Dry Creek had begun inclusive education as a result of parent advocacy and made a commitment to move in a coordinated and supportive manner. The district is a year-round district and several issues regarding supervision and staffing across tracks were raised. The *Inclusive Education Committee* meetings served both a planning function as district procedures for inclusive education were developed, but also as a support structure for new general education teachers involved. Part of each 3 hour meeting was devoted to discussion of successes and problem solving about specific situations.

In each participating district, a procedures guide was developed which reflects and addresses the issues found critical in those districts to the success of inclusive education.

4.0 Coordinate building level inclusive planning processes with LEA and building level restructuring efforts.

None of the participating districts in the North Central region are involved in state sponsored restructuring initiatives, such as SB 1274. One site in Davis is a Healthy Start coordinated service delivery site and has addressed inclusive education through its planning processes. As noted above, the Director of Special Education in Davis Joint Unified has proposed a restructuring of special education services which is currently in discussion.

The outcomes of the district level planning are unique in each district. Pierce Joint Unified has created a non-categorical inclusive approach in which the county employed special education staff serve any student with special needs without regard to disability label. Arbuckle Elementary has restructured the site so that special education support staff work primarily in general education classrooms and serve not only those sixty-two identified students, but also students at risk. The resource room is a resource for any student at the site, and is used for reading recovery, team planning, computer skills, meetings, a small group work without regard to whether the student has an IEP or not. The school has instituted a School Success Team (Appendix F), held before school once a week to discuss both students at risk and those already receiving special education services. Individual student planning meetings are held with general and special education staff. In both Johnson Junior and Pierce High, special education staff also work across categorical labels and also serve students who are at risk.

In Davis, special education inclusion support teachers serve twenty students labeled severely disabled at the present time, although these Yolo County Office of Education support teachers have also become a resource to other students at the sites who are at-risk or labeled learning disabled and served by district employed teachers. The district is discussing restructuring services and possibly transferring responsibility from the county office to the district and one site, Valley Oak, has already transferred responsibility for some students to district special education staff. The inclusive program has expanded to three elementary schools, both junior high schools and the one high school in the district. Staff involved hold individual student planning meetings on a regular basis.

Merced currently maintains two special classrooms, one on each participating school site. These rooms are used as a home base for twenty students with severe disabilities since there are no homerooms for general education students at either site. Students are enrolled in general education academic and non-academic classes to varying degrees. Some students' school day is totally out of the special class and others spend a great deal of time in the special class. Both sites have had a turn over in special education teaching staff this year for these students and both new teachers have no previous experience in special education. Both sites have very good peer tutoring programs in which peers receive training in disability issues and teaching strategies and are used as peer tutors and advocates.

Dry Creek has established a non-categorical approach at both Heritage Oaks and Quail Glen Elementary schools. Special Education Inclusion Support teachers serve students with both learning and severe disabilities in general education classrooms. Since the district is a year-round school, collaboration with other special education staff on the sites has been established to cover students when the primary inclusion staff is off track. Both sites maintain the resource room and continue to provide individual and small group instruction there as determined by the IEP and individual student planning team meetings.

5.0 Develop and implement innovative curricular processes and alternative instructional strategies to facilitate inclusive education.

The four school districts involved in the North Central region have developed inclusive educational options for students with a wide range of abilities. Curriculum modification and adaptation strategies extended from simple modifications in test-taking strategies to working on basic communication, motor, social and pre-academic skills within age-appropriate core curriculum. Outreach Project staff utilized several strategies to provide training to participating district staff on curriculum adaptation, including training in how to generate ideas for adaptations. As noted above, each district sent teams to summer institute training which included intensive curriculum adaptation strategy training. These institutes were held for five days away from the school site and included practice in the session on modifications.

The Outreach Project was able to provide each participating district with a small grant to support training and planning efforts. Some of these funds were used to support the participation of district staff in state-wide and local trainings on curriculum adaptation and inclusion. Project staff worked in collaboration with the Supported Life Institute, a non-profit agency which provides a two-day conference on inclusive schools, employment, living options and recreational opportunities; and also provides workshops on inclusive education and curriculum adaptation, positive behavior change and personal futures planning. Through district level planning, committees incorporated Supported Life workshops and the conference in their training plans. Teams of general and special educators from elementary and secondary inclusive schools provided practical strategies for teachers and parents. Districts also sent staff and parents to other state-wide conferences such as Cal TASH, the Merced *Restructuring for Caring and Effective Education* conference and national TASH, where project staff and others presented on best practices in inclusive education. They also attended other workshops offered on inclusion and curriculum adaptation such as the California Elementary Education Association sponsored workshops with Dr. Mary Falvey, *Strengthening At-Risk Students Achievement and Behavior* by Dr. Michelle Borba and others. Davis JUSD and Pierce JUSD also participated in the *Schools Are For All Kids* two day training provided in the area.

Through the planning process, specific training was identified and resources both within and outside the district were utilized. Davis involved Dr. Joanna Servatius in presenting a workshop for general and special education staff on creating quality learning environments for all students and invited staff from other districts participating in the project. Training on behavior change strategies, lifting, paraprofessional support strategies, technology in special education, ability awareness training, conflict management training and modification of curriculum were provided in participating districts by internal staff or consultants.

Project staff also provided training to district and site staff on curriculum adaptation, MAPS and Circles of Friends, positive behavior change strategies and inclusive education best practices as indicated by district planning teams. In addition, project staff provided on-site and in-class technical assistance for both site-level and individual student-level inclusion. Particular emphasis was placed on student planning meetings, in order to develop and encourage district skills in problem solving and generating strategies for adapting curriculum. It was the objective of this project to develop local ownership and expertise. The evaluation of the effectiveness of both inclusion in general and the specific curriculum adaptations is best accomplished in examining the success of each student individually. The student-level planning team meetings were the location for evaluating the effectiveness of strategies generated and practiced, and for modifying the support plan as needed. These have proven to be critical to success.

6.0 Implement validated student-level strategies to facilitate development of meaningful social relationships and networks among students and peers.

In each of the four participating school districts in the North Central region, staff have received training on how to best facilitate friendships and social relationships. Each of the districts sent school site teams to the California Education Innovation Institute summer sessions on *School Site Team Collaboration for Inclusive Education* where information was provided on circles of friends, students as curriculum planners, and personal futures planning. Project staff assisted in establishing circles of friends for specific students and facilitated and co-facilitated MAPS (McGill Action Planning System) meetings as a form of personal futures planning. In some situations, families have been the prime initiators and maintainers of the circles of friends and in others, the special education inclusion support teacher has been, sometimes in collaboration with the general education teacher involved. Some of these circles of friends have also generated ways for curriculum to be adapted for their friend. Circles meet during lunch in school or after school in the home of the student with special needs for some students. In Davis, one family has worked with the school to offer an international cooking opportunity through their son's circle of friends. Students in the student's circle would meet to plan a lunch, shop for items, cook and enjoy it together at the student's home during the school day once a month. Members of the circle rotated so that all interested classmates could participate. The program supplemented school work. The circles of friends have many advantages, including planning for the transitioning of students to new classes or schools. Friends raise the most important issues in the transition and take a role in making sure the transition is successful. In one situation, friends recommended who the best next teacher would be for their friend based upon his teaching style and her learning style.

MAPS has also been successfully used in many of the participating school sites. In Pierce High School, a group of students, teachers and family members generated ideas for a student having a difficult transition to the school. The actions identified and carried out were instrumental in her success at the school. At Heritage Oaks in the Dry Creek district, the MAP was attended by the whole fourth grade class and made a great difference in increasing the understanding of the students abilities and needs.

7.0 Evaluate 6.0 in an ongoing, formative basis and revise as needed.

Throughout the project, student planning teams met to address a number of things related to student success in inclusive settings. Certainly curriculum modification strategies were of prime importance in these meetings, however often meeting agendas concerned social relationships and the student's participation in and outside of school at school and community events. Through this important student planning process, social relationships were evaluated in a formative manner and support plans adjusted to allow access, remove barriers or encourage involvement. MAPS has proven to be an excellent strategy in most of the districts in that the "dream" identified for the future usually involves friendships and participation in interesting and fun things, and participants in the MAP then generate ways to support this dream for the future. For example, in one MAP for a high school student, it was determined that she needed to participate in more school related events after school hours. The group had to decide how that would happen and who would be there for her to hang with.

As part of the project evaluation, project staff completed an evaluation of friendships for six students across three school districts. The purpose was to identify the status of friendships, how they were developed and maintained and the actions educators and families should take to facilitate and support them. The strategies discussed above regarding MAPS and circles of friends were validated as were a number of classroom and community strategies. The evaluation clearly identified the critical role families play in facilitating and maintaining friendships and also the ways teachers can structure their classroom activities and groupings to support friendships.

8.0 Develop and implement systematic manageable instructional data processes.

It has become clear that communication among all the support personnel involved is critical when students with special needs are dispersed among several classrooms, particularly at the secondary level when special education support staff may be dealing with many different teachers. The special education inclusion support teachers have developed a variety of ways to keep track of student progress and also to communicate the critical information about the student necessary for understanding of his/her program.

One of the ways many of the school sites have used to maintain a record is through the student planning meetings. The discussions held during these brief, regularly scheduled meetings and the actions determined are critical to document. Through CEII training and on-site technical assistance, many of the participating schools have incorporated a simple two-page worksheet to document the discussion and actions. (Appendix F).

Many sites have also developed a *student binder* format in which critical information related to student needs is noted. The format for the student binders used at Arbuckle Elementary in Pierce JUSD follows:

1. General information
    a. Peer support/involvement
    b. safety issues
    c. Physical needs
    d. Medications
    e. General comments
2. IEP summary sheet
3. Classroom participation plans
4. Anecdotal records
5. Collaboration minutes
6. Staff communication sheets
7. IEP tracking sheets

Davis JUSD (Appendix F) also uses a similar format, including:

1. General information
2. Schedule at a glance
3. Student schedule and support plan
4. IEP objectives
5. IEP log record
6. Anecdotal records
7. Daily communication log

Davis also has incorporated an *Individual Transition Plan* for students transitioning to another school site (ie. from elementary to junior high). (Appendix F).

The degree to which individual inclusion support teachers use these data worksheets varies, depending upon their perception of the need for such tracking for individual students and their own comfort in keeping data. So, while the format for data collection is noted in the district procedures guide, use of the worksheets may be somewhat less.

9.0 Develop building level technical assistance centers (Tech Centers) with representative training teams to provide outreach, training visitations and information to replication partners within and outside the LEA.

Tech Centers have been identified in three of the four school districts participating in the North Central region. The fourth district, Merced Union High School district has not identified a Tech Center at this time for a number of reasons. As noted above, this is the second year at the current two high school sites for students, most of whose only previous school experience was at a special school in the area. The two high schools involved utilize a special class approach with mainstreaming to academic and elective classes at the current time with a wide range of levels of integration. While the programs are moving toward full participation, and would provide a good example of integration, they are not at the present time implementing an inclusive model as defined through this project. The second reason is that the special education support teachers at both sites turned over this year. One of the teachers from last year moved to another state and the other went back to general education. The two new teachers, like many special education teachers in California, are on emergency credentials while they complete their credentials in special education. At this time, they would not provide the expertise and experience necessary for a Technical Assistance Center.

In Davis Joint Unified School District, four school sites have been identified as Technical Assistance Centers, Valley Oak Elementary, North Davis Elementary, Patwin Elementary and Holmes Junior High. Each of these sites includes student with severe disabilities through an itinerant support teacher model. The inclusion support teacher serves at least two schools at present with instructional assistants providing constant on-site supervision when the teacher is not there. The three elementary schools have long experience with visitors interested in inclusion. They have hosted individuals and teams from the local area, other school districts, other states and even from other countries. Through the development of the district procedures guide, guidelines for visitations have been developed. (Appendix G).

In the Pierce Joint Unified School District, Arbuckle Elementary has been identified as a Technical Assistance Center. Arbuckle has also had numerous visitors form California and other states and countries regarding inclusion, including staff from the Legislative Analysts office who have been developing a new funding model for special education in California. Arbuckle provides a non-categorical approach to serving students with special needs. There are two special education teachers on the site who have divided responsibility for all the students by grade level. They are also members of the *School Success Team*, a school process that provides a forum for staff discussion of students with and without IEPs. This team has presented at state conferences regarding their approach and have also presented as the school site panel at a CEII *School Site Team Collaboration for Inclusive Schools* summer institute in 1994. Guidelines for trainings and on-site visitations are included, (Appendix G).

Dry Creek Joint Elementary School District is in its second year of inclusive education service delivery. Heritage Oaks Elementary (K-5), the Technical Assistance Center identified, has taken a non-categorical approach to inclusion, with the special education inclusion teacher serving students with labels of severe and learning disabilities. She also maintains a resource room for supplemental work and small group instruction. Heritage Oaks has also hosted visitors from the region and has served as an internal demonstration site for the district. Heritage Oaks served as the model for working out the district procedures guide on inclusive education. Staff from this site have provided training to other district staff during district inservice days and also to teachers who will be involved with inclusion in the next year. They have presented at the Supported Life Institute conference, a conference that hosts 1500 participants. Heritage Oaks has also developed its guidelines for trainings and on-site visitations. (Appendix G).

There has been good cross-fertilization among these Tech Centers. Davis JUSD sites have been in existence for the longest and teams from both Pierce and Dry Creek have visited these sites. Dry Creek has also visited the Pierce site at Arbuckle to observe the non-categorical approach. Arbuckle has also involved a training team from Valley Oaks in Davis to train staff on conflict management and has trained conflict managers modeled on Valley Oak's program. Worksheets developed in districts have been incorporated by other project districts, including those in the Bay/Coastal region in Berkeley. Procedures guides drafts have also been shared as each district develops its own.

Project staff, who are frequently asked for models of inclusion at the site level, have been referring many individuals and site teams to these Tech Centers. At this point, with the exception of training at conferences and the summer institute, none of the teams has been called to train in another school district as a team, possibly due to the perceived cost of covering substitutes for a group of trainers. Individual teachers, for example one of the special education inclusion teachers from Davis JUSD, have been called to provide training and technical assistance outside the district. With the end of this project, and more widespread publicity about these sites, it is anticipated that training teams will be more fully utilized in the region.

10.0 Collaborate with CDE California Implementation Sites network, Training and Resources for Community and Curriculum Integration (TRCCI), California Deaf-Blind Services to utilize Tech Centers across project and develop additional sites.

During the first year of this project, the California Department of Education eliminated both TRCCI and the California Implementation Sites network and instituted a new statewide training and technical assistance program, Research, Development and Demonstration (RD&D). Project staff have collaborated with RD&D as they develop their demonstration sites by linking participants in the RD&D project to Tech Centers and other inclusive school sites when requested. One of the project staff was also a part-time employee of RD&D in its initial year and assisted in developing selection criteria and technical assistance plans. Materials developed through the PEERS Outreach Project have been shared with RD&D staff for dissemination through that project. Project staff also provided training to RD&D demonstration site staff in Sacramento regarding inclusive education. Currently, none of the districts participating in the PEERS Outreach Project are also RD&D sites.

Project staff continue to work closely with California Deaf-Blind Services staff, who are housed in the Sacramento office.

Materials developed in each project are shared for dissemination. At this time, there are no students with deaf-blindness at any of the North Central region Tech Center sites.

Several sites involved in the PEERS Outreach Project in Pierce Joint Unified, Davis Joint Unified, Colusa Unified, Berkeley Unified and Napa Valley Unified were selected as Model Demonstration Sites under Senate Bill 806. Specific criteria were selected using a validated site criteria checklist adapted from PEERS Outreach Project work. The subsequent report on these sites was submitted to the California Department of Education for dissemination in 1994.

11.0 Work with LEA Administrators and Boards of Education to develop and implement policies and procedures which facilitate inclusive education.

Each participating district, in developing it district *Inclusive Education Procedures Guide*, develops or revises its district vision/mission statement regarding education for all students. Some districts also develop a vision/mission statement for inclusive education. These guides are currently moving through channels to adoption by the school boards. Part of the process has been to involve key people in the development of the guides, including general and special education teachers and administrators and parents so that the approval process would be facilitated. Drafts of the guides have been provided throughout to teacher bargaining units for their information and feedback. Manuals have been developed in each of the four participating districts in the North Central region and contain decisions regarding roles of all involved, teacher selection criteria, curriculum development processes, transition processes, training plans and other relevant information. (Appendix H).

VI. Task B: Bay Coastal Region local level Objectives B 2.0 - 11

A. Napa Valley Unified School District

Napa Valley USD, a district of 13,000 ADA, now provides inclusive education at 8 of its 21 elementary schools. There is just one remaining elementary school that has only a special class option for students with severe disabilities, which continues as a result of IEP team decision for those students. Inclusive service delivery is now occurring at each of the two middle schools. Related accomplishments and activities corresponding with project objectives in Napa Valley are:

1) Ongoing development of one school (Los Carneros) as a project Tech Center. The Los Carneros team has already provided technical assistance to one elementary school in a nearby district, provided awareness level information to the local Napa Valley Education Association (NEA) and at the Region J conference for staff development, as well as

presented with the project at the national TASH Conference (Atlanta) in 1994. This school was selected in 1993 as a California Distinguished School, a significant honor since only 200 of the state's 7,500 schools are selected each year. Full inclusion was highlighted in the school's application. The school has also been selected by a state study of the integrated school programs (SB806). This study utilized the validated PEERS OUTREACH Implementation Site Criteria (Halvorsen & Neary, 1994, Appendix B) to select 50 exemplary schools statewide. Carneros, a small, rural school with eighteen included students, is working to increase their already impressive non-categorical collaborative model for serving all students through a variety of project-supported planning and training activities. For example, the Inclusion Facilitator/Special Education Teacher and the Resource Specialist are collaborating to serve all identified students when they are working in a given class, and to problem-solve with the general educators to better serve at-risk students. The related and categorical services personnel have adjusted their schedules to enable weekly planning meetings as well to address both students at risk, students receiving Chapter 1 or other services, and students receiving special education services.

2) A local handbook on inclusion has been completed by a team of general and special educators, with PEERS OUTREACH support of resources and some released time for meetings.

The handbook includes information about: history of Napa's inclusion program, location of current inclusive programs in Napa, guidelines/parameters, curricular adaptation procedures and examples across grades/subjects and direct relationship to IEP objectives, procedures for e.g., authentic assessment, report cards and the like, agreement with teachers association, etc. (Appendix H)

3) Attendance at 1993 and 1995 PEERS OUTREACH summer institute by NVUSD general-special education teams from pre and elementary schools.

4) Participation by four key Napa staff (school principal, Special Education Coordinator, Special Education inclusion facilitator and General Education teacher/parent of student with severe disabilities) on the project's working Advisory Board.

5) In-class technical assistance and inservice training was provided to schools by the project from 1992-95 to address: middle school transitions, curricular adaptation, peer support strategies and student-centered planning techniques.

6) Visits by staff to other districts in the region that have developed inclusive programs with some different elements (Pierce, Ukiah), and

7) Co-presentation with project staff at 1994 TASH Conference. Napa Valley USD continues to refine and expand its inclusive programs, utilizing a variety of service delivery/support approaches including itinerant categorical special class combined with inclusive education (where some students' IEPs continue to require integration, while other students at the same school are fully included) itinerant non-categorical, and Resource Specialist support.

B. San Lorenzo Valley Unified School District

This small, rural district in the Santa Cruz mountains has four elementary schools, one junior and one high school. All but four students with severe disabilities at the elementary level are now included. Multiple activities occurred during the project to support and enhance district efforts.

1) Participation of school site teams including parents and general as well as special educators in project and SELPA-sponsored four-day Schools Are For All Kids trainings to refine and improve the inclusive process,

2) Reorganization of the district level Inclusion Resource Team to increase general education participation from each school and redefine purpose and direction,

3) Participation by a parent and general education administrator on the project's working Advisory Board,

4) Provision of in-class technical assistance, facilitation of student-centered planning meetings and inservice provision in the areas of behavioral support, curricular adaptation, service delivery models, and peer support strategies,

5) Visits by district staff and parents to Napa Valley USD PEERS sites for technical assistance and observation,

6) Participation by district general and special education staff and parents in key statewide and regional conferences on inclusive education, i.e., Supported Life, CAL-TASH and Region G Inclusive Education Conference, for which PEERS partially supported selected general education staff with released time,

7) Presentation/workshop by district staff with the project at 1993 CAL-TASH Conference,

8) Participation in 1994 PEERS OUTREACH summer institute,

9) Selection of two district schools as exemplary integrated sites throughout the SB806 statewide study, and

10) Development of materials for infusion of ability awareness within core curriculum areas by district Strategic Plan action team.

C. San Francisco Unified School District

1) Schools and numbers: SFUSD has grown this year from including four students in 1993-94, to including 45 elementary-aged students (primarily those with severe disabilities) within 14 elementary schools; 10 students in middle school; and 10 students at one high school; for a total of 65 students in 1995-96. Additional growth of up to 35 elementary age students with severe disabilities is expected for 1996-97, with potential expansion to a second high school as four middle school students make that transition this year. Potential elementary and high schools have been identified for 1996-97 on several criteria. In addition to these efforts, two other elementary schools have initiated their own inclusive programs: a team-taught general ed-special ed program for students with learning disabilities formerly attending special classes, and the inclusion of all students from two special classes into general education.

2) System Change Efforts:

a. Task Force. The SFUSD Superintendent's Task Force on Inclusive Education has been operating for more than two years with broad representation across school levels, special general education faculty, administration and parents, related services, etc. The mission and goals of the task force have been delineated, and working subcommittees have been meeting to address 1) Placement Procedures, 2) Training and Outreach, 3) Inclusive Summer Options, 4) Procedures and Policies, bringing these and other components together into a district handbook.

b. Inservice Training. School district teams attended the PEERS OUTREACH 1994 and 1995 Institutes. Two one-half day voluntary workshops were held for participating schools annually. Restructuring SIP days were used to provide training on inclusion for schools at their requests. Faculty meetings have been used for follow-up presentations with several other schools, at their request. The January 1995 SIP day for all schools was focused on special education and a videotape, developed by the Special Education Department that illustrated best practices including inclusion and collaboration in conjunction with a series of structured activities, was utilized in over 100 schools with all staff. The Department trained a minimum of two facilitators from each school in the preceding weeks, so that these internal staff could lead the workshops. In February, 1996 a similar process will be utilized in order to provide training to all schools and staff on multi-level curriculum in general education classrooms. Videotape utilizing inclusive classrooms will be accompanied by a series of activities led by school facilitators. In the Spring each year, half-day information sessions for the new elementary schools were held, as well as a session for current and potential secondary schools. Another annual inservice effort was focused on paraprofessionals' roles and responsibilities and on strategies for paraprofessionals working in inclusive schools. "Global" information sessions on inclusive education are now scheduled to occur three times each year.

Related training and technical assistance activities include task force development of comprehensive inservice training recommendation across constituencies (see Appendix R). A survey was sent to all involved schools early in the 1995-96 school year to ascertain training needs, and sessions in response to those needs are ongoing or in development.

c. Related accomplishments:

1. Appointment by the Director of the elementary consultant position to be the Inclusive

Education Program Consultant and replacement of the elementary position with a new employee.

2. Development of building level teams for proactive problem-solving at several schools.

3. Revisions to both the SELPA plan to address inclusive education and SFUSD's Board of Education LRE policy to reflect inclusion as a real and viable student assignment option.

4. Visits to SFUSD inclusive schools by Tom Hehir, Director of the Federal Office of Special Education Programs, and Judy Heumann, Assistant Secretary for Education in the U.S. Department of Education, during 1994 and 1995.

5. Dissemination statewide and nationally: poster session at 1994 national TASH, joint session with PEERS OUTREACH at the May 1995 CAL-TASH, two sessions at the California Supported Life Conference (October 1995), three sessions for TASH (December 1995), including a focus on SFUSD within the urban strand. Staff and parents from SFUSD are also participating on the regional group for the state's Inclusive Education Support Team, and have assisted in the

development of training content and process for statewide use.

6. Inclusive summer program: In response to the need identified by the task force during 1994-95, a subcommittee including district administration and parents proposed and developed a collaborative program in concert with San Francisco Parks and Recreation which resulted in students attending day camp with the support of their teaching and paraprofessional staff, in lieu of the traditional special class summer program within the schools. This was an exciting breakthrough for the district which, since it has only limited summer education programs for nondisabled students, had not been able to provide inclusive summer options prior to 1995.

7. Identification of elementary (Lakeshore, West Portal) and middle school (Ben Franklin) technical assistance center sites. Lakeshore and Ben Franklin each provided team presentations at Spring 1995 workshops and at the Fall 1995 opening inservice, as well as for several Support for Families (city-wide parent group) parent-professional evenings.

d. Service delivery. Currently, SFUSD has six elementary inclusion support teachers with eight students each, two "floating" paraprofessionals, and a maximum of three schools each. Some students also have 1:1 paraprofessional support as designated in their IEPs. The middle and high school teachers are at single sites; one with eight included, one with ten.

e. Issues and Challenges:

1) Planning for manageable growth of inclusive education while ensuring access within all areas of the district;

2) Alignment with the district's open enrollment registration process;

3) Demonstrating effectiveness of alternatives to 1:1 paraprofessional staffing for the majority of students included;

4) Maintaining no more than three schools per itinerant teacher with goal of decreasing to two in the future, and moving to non-categorical groups to facilitate on-site support;

5) Time and money to support planning, t.a. and training needs.

D. Berkeley Unified School District

1) Schools and Numbers: Since its project involvement, BUSD has

grown from including approximately 24 student in six schools (five elementary and one junior high) to 50 students included in seven elementary, one middle school, and Berkeley High School. There are ten students at the middle school and three at the high school. Four full-time and two half-time teachers work as inclusion support teachers with paraprofessional staff. More middle school students will be moving up to high school in 1996-97; it is anticipated that some pre-schoolers will transition into inclusive kindergartens, and a second group of middle schoolers will be moving up from the elementary level. Students have a wide variety of severe disabilities, and a high proportion of these students have low incidence, multiple disabilities and utilize a variety of augmentative communication supports including extensive technology.

2) Systems Change Efforts

a. Inclusive Education Task Force: This is the fourth school year that the task force has operated, with monthly meetings and a variety of working subcommittees. Specific goals were set in 1994-95, and committees formed around these in areas such as: 1) Education, Training and Outreach, 2) Funding, 3) Personnel and Staffing, 4) Reconfiguration/Transition. Over its history, task force committees have developed a variety of procedures and related documents which are being revised and synthesized into a handbook, including: 1) guidelines for the annual transition and placement process, 2) roles and responsibilities of staff and parents, 3) curricular adaptation examples and process, 4) student planning process, 5) health procedures, and 6) resources. (Appendix H)

b. Training and Information: A one-half day training for involved staff at all elementary schools occurred on the first teacher work day in the Fall of 1994. Inservice was held for the high school on a SIP day mid-Autumn 1994. In January, 1995, the majority of involved schools had a planned half-day designed to address their specific needs and the remaining schools had this in March, 1995. A short presentation to the Board of Education took place in February, 1995. Task force members have also presented to, and engaged in discussion and problem-solving with, various staff groups at their meetings, including school psychologists, related services staff and resource specialists, as well as family groups. During the 1995-96 school year, inservice training was held/planned for preschool parents, paraprofessionals and additional schools.

c. Related Accomplishments:

1) Two schools are directly involved as research sites through the SFSU project on inclusive classrooms with Dr. Pam Hunt.

2) Staff and parents from BUSD inclusive programs have participated in presentations for/consulting with a variety of other districts, including Napa and San Lorenzo Valley, and in state and national conferences such as CAL-TASH and TASH. There have been frequent visitors to the schools from other districts as well. Willard Middle School staff led the 1995 CAL-TASH Secondary Strand with a LeMoore High School team, and an Arts Magnet team led the elementary strand (all-day workshops). Teachers in the inclusive program have also co-authored several publications on inclusive education through projects with CRI/SFSU.

3) Staff from BUSD are serving on the regional group of the state's Inclusive Education Task Force, which has developed extensive training content and process for statewide use.

4) Students now "count" on class rosters for contractual class size, even though the state's current funding approach discourages this.

5) Support teachers continue to hold support meetings with each other to share strategies and information and to build community.

6) The director has arranged a series of meetings with school principals and support teachers together over the school year.

d. Service Delivery

As noted above, Berkeley USD employs an itinerant support teacher approach, with teachers serving a maximum of two schools at this time. With the low incidence nature of many students' disabilities, many students do have 1:1 paraprofessional support.

e. Issues and Challenges

1) Continued funding of paraprofessional support and justifying this expenditure with central administration Board of Education given fiscal constraints.

2) Finding time/money to support teacher time for planning and further training needs.

3) Offering other options without compromising the inclusive program.

4) Ensuring that involved schools stay within natural proportions.

5) Improving the climate regarding special education in some schools and increasing ownership of included students.

Technical Assistance Centers Objectives 9.0 - 10.0

Thirteen schools, including eleven elementary and two middle schools, were developed as "tech centers" for within-district as well as external outreach and training activities. These sites and tech center activity are further described in Appendix G. As noted above, school teams were involved in a series of outreach activities including:

- local presentations (other schools, faculty meetings, parent organizations, teachers union, etc.);
- local, regional, state and national presentations and workshops;
- sharing of resources, materials and linkage with other schools and networks;
- visits to and observations of the school sites by school groups, parents, university personnel, teachers in training, government officials, personnel from other countries;
- use as model sites for teacher preparation by CSU Hayward, San Francisco State University and Sacramento State University.

The thirteen schools utilized by the project, which will continue in that role as "resource centers" for the current California Confederation on Inclusive Education (statewide systems change project 1995-2000) are:

Davis Joint Unified School District

Valley Oak Elementary School
Patwin Elementary School
North Davis Elementary School
Holmes Junior High School

Dry Creek Unified School District

Heritage Oak Elementary School

Napa Valley Unified School District

Los Carneros Elementary School

Pierce Unified School District

Arbuckle Elementary School

San Francisco Unified School District

Lakeshore Alternative Elementary School
Jefferson Elementary School
Ben Franklin Elementary School

Berkeley Unified School District

Arts Magnet Elementary School
John Muir Elementary School
Le Conte Elementary School

VI. Task C: Product Development and Dissemination

1.0 Develop, field test and disseminate a manual on the implementation of inclusive education for state, local and IHE audiences.

During the three years of the project, a number of activities have taken place to provide information to the field on best practices in implementing inclusive education. These activities have ranged from developing and disseminating a clear definition of inclusive education to the development of manuals describing policies and procedures of working inclusive districts.

The PEERS Outreach Project, working in conjunction with school districts, parents and IHE staff and through review of literature regarding inclusive education, have developed a comprehensive list of indicators of inclusive education. These *Guidelines for Full Inclusion/Supported Education* (Appendix I), have been widely disseminated throughout the state to IHE staff, other projects, families and educational staff and have been referenced in a number of sources including Instruction of Students with Severe Disabilities, (Snell, 1993), Transition Programs for Students with Moderate/Severe Disabilities (McDonnell, Mathot-Buckner & Ferguson, 1995), *Inclusive Service Delivery Approaches* (Weisberg, 1995), and *Inclusion: Success Through Collaboration* (Savage, 1995).

In addition to the guidelines noted above, the project also developed site criteria for inclusive programs which were validated through a process including parents, general and special educators and IHE faculty who have expertise in integrated and inclusive education. *Implementation Site Criteria for Inclusive Programs* (Appendix C), have been disseminated through workshops, summer institutes and direct request as a needs assessment tool in establishing inclusive programs.

Two evaluation tools developed through this project were utilized in a cost/benefit study (see below).. The *Perceptions of Achievement* Scale (POA), (Halvorsen, Neary, Hunt, 1994), (Appendix J), is a protocol for gathering information on the achievement of IEP objectives through review by three key IEP team members. The parent of the student with special needs, the special education teacher and the cooperating general education teacher, were asked to reach consensus on questions regarding level of progress, initiation and generalization of specific IEP objectives. The second tool, the *Inclusion Cost Analysis Scale* (INCAS), (Piuma, 1994) (Appendix K), is an instrument designed to assess the cost of resources used in a wide range of classrooms that mainstream students for part of the day or include students for the full day in general education. These protocols may provide a good base for quality inclusion as others examine the relative costs associated with inclusion.

Project staff also developed a series of questionnaires to evaluate friendship development for students with special needs in inclusive settings. Questionnaires for the target student, his/her friend, parents, special education inclusion teacher and general education teacher were utilized in a friendship evaluation as part of this project (Appendix L). The interview protocols were developed through review of other instruments and with input from the project Advisory Board. (Halvorsen & Neary, 1994).

As noted above, each participating school district, as part of its primary responsibility, developed a district procedures guide for inclusive education. These guides were developed through participation on a district committee involving parents, special and general education teachers, administrators and community members. It became evident to project staff that each school district operates in very district-specific ways due to differences in policies, resources, and site and district cultures. Procedures guides developed include roles and responsibilities, inservice plans, use of resources, transition planning processes and curriculum planning processes. As part of their Tech Center responsibilities, participating districts are expected to disseminate these guides to visitors and other districts requesting assistance.

Project staff have also been working with the California Department of Education Inclusive Education Support Team in developing training modules and a Procedures Guide for Inclusive Education. It was determined that this state supported team, which includes general and special education teachers and administrators, parents, IHE representatives, California Department of Education staff, community members and consumers, would provide the best vehicle for developing and disseminating a comprehensive procedures guide on inclusive education in conjunction with the training modules. Work on this guide is expected to be completed by September 1996. (Appendix M).

2.0 Conduct annual Statewide Innovation Institutes for school leadership and site teams planning for inclusion.

Over the course of the three years of this project, project staff have conducted three summer institutes for school site teams from throughout the state. Those teams involved included general and special education teachers and instructional assistants, the site administrator, designated instructional support staff and parents. From 1992-1995, 140 people attended three summer institutes. In 1994, California State University, Hayward Educational Psychology Department sent its special education faculty as part of their restructuring efforts. Training institutes were held for five days and included content regarding curriculum adaptation, planning processes, ability awareness, personal futures planning, positive behavioral interventions, cooperative learning, collaboration and evaluation among other critical content. During the week long institute, each site team developed a comprehensive action plan to implement upon return to their site. The PEERS Outreach Project was able to partially support the participation of site teams from each of the eight target districts.

In addition, PEERS staff provided two and three day institutes on inclusive education in other parts of the state. In collaboration with the state's Research, Development and Demonstration (RD&D) project, PEERS Outreach provided a three day institute in Sacramento for regional teams. A two day institute was also provided through the California Education Innovation Institute in Santa Barbara for site teams from that region.

Project staff also coordinated a one-day Administrator's Roundtable discussion on Inclusive Education for participating districts. Principals, Directors of Special Education, Assistant Superintendents and Program Specialists attended mini-workshops on maximizing funding for inclusive programs, support strategies, restructuring at the site level, staffing ratios and strategies for service delivery. Peter Bonnaker, a principal from Hansen Elementary in Commerce City, Colorado also presented to the group regarding supporting change at the site and district level.

During the last year of the project, project staff conducted a training for site teams selected as Technical Assistance Centers. Information regarding establishing trainings and visitations, managing a Technical Assistance Center was combined with training on how to conduct workshops for those attending. Participants also received training on secondary curriculum adaptation. A second

Technical Assistance Center training is scheduled for Spring of 1996.

3.0 Develop training modules on inclusive schooling to accompany the project manual and/or be incorporated into existing training vehicles.

Both Regional Coordinators of the PEERS Outreach Project are also regional coordinators of the California Department of Education's Inclusion Support Team, a representative statewide committee organized to develop a training process on inclusive education for educators and parents throughout the state. This support team is developing training modules ranging from establishing district and site vision for inclusion through the adaptation of curriculum and development of individual student support plans. This comprehensive training program has been outlined by the statewide team and regional groups of practitioners from the field have been generating content and process. Region 1, where Dr. Halvorsen is located has developed a number of training sessions focused on awareness, developing vision and mission at the site and district level and establishing best educational practices for all students. Her regional team has also identified key indicators for inclusive education. Mr. Neary, coordinator in Region 2, has developed training sessions focused on the planning process for developing student programs. These sessions also include the examination of general education instructional strategies for application to supporting students with special needs. Sessions developed include agendas, handouts, training overheads, trainer's notes, training activities and built in action planning. Six other regional teams are also involved in activities ranging from developing supplementary video tapes to addressing multi-cultural and multi-lingual issues. A procedures manual for trainers is also being developed to supplement this training material. The training is scheduled to be completed by September 1996. (Appendix M).

As previously described, project staff conduct summer institutes each year regarding inclusive education. Materials developed for these institutes including handouts, training agendas, overheads used, training exercises and evaluation strategies are provided to each participant and are also available as a resource for parents, teachers and administrators.

One of the participating districts, Merced Union High School District developed a paraprofessional training manual as part of its project activities. Merced has focused efforts in providing skill training to instructional assistants regarding instructional skills as well as other duties many of the paraprofessionals were not accustomed to, particularly those in support of students with severe disabilities. Peer tutors, a critical part of the Merced program, were also provided skill training through this training program to support students in accessing classroom and school activities.

One of the Regional Coordinators of the PEERS Outreach Project, Mr. Neary, is also a National Trainer for the Research and

Training Center on Positive Behavioral Support. Materials developed through the PEERS Outreach Project have been incorporated within the RTC training modules on positive behavioral support and utilized in training outside California.

Finally, California Deaf-Blind Services has incorporated portions of materials developed through this project in their work throughout California.

4.0 Produce at least two journal articles for publication on project activities and inclusive outcomes.

An article, *"Inclusive Service Delivery at the Elementary Level"* (Neary & Halvorsen, 1995) (Appendix N), has been submitted to Thrust for Educational Leadership, and Association for California School Administrators publication. This article was submitted in response to Thrust's interest in school reform issues and addressed the historical perspective on inclusion, defining characteristics, and service delivery models for supporting inclusive education.

A second article, *"What is Inclusion?"* (Neary & Halvorsen, 1995), (Appendix O), was written for the South Atlantic Regional Resource Center for dissemination throughout that region and others. This article addressed quality indicators of inclusive education defining those indicators and differentiating inclusive education from other mainstreaming efforts occurring in education.

As part of project evaluation and product development, project staff completed two studies during the course of the project and involving participating sites. The first concerned a cost/benefit analysis of *fully inclusive educational programs* in comparison to high quality *integration programs* in the same school district. This study will be more fully described below. Essentially, it examined the relative costs of providing quality educational services under these two models of service. In order to examine the results of these costs, students were carefully matched and a number of outcomes were also examined, including student achievement of IEP objectives, student interactions and student engagement (Halvorsen, Neary, Hunt & Piuma, 1996).

The second study examined the development of friendships in inclusive schools for students with severe disabilities. Interviews were held with the student, friends, parents, general education teachers and special education inclusion teachers and focused on what friendships looked like, how they were developed and maintained, classroom and community structures and activities that support friendship development and those that hinder friendships. An article is being prepared describing the results of this study and the implications for educators and parents.

Upon completion, these studies will be submitted for publication.

5.0 Present information on project strategies and outcomes data at local, regional, state and national conferences for general and special educators and parents.

Each participating school district established inclusive education committees at the district and sometimes at the site level. These committees addressed a number of issues specific to the agency including the inservice training needs of staff, students and families. Throughout the project, project staff, working in coordination with district and site level committees, provided inservice training on a variety of topics including:

Best practices in inclusive education
Student planning strategies
Curriculum adaptation strategies
Educational environments that meet the needs of all students
Positive behavioral interventions
Conflict management facilitation
Service delivery models
Parent perspectives on inclusive schools
Strengthening at-risk students' achievement and behavior
Positive supervision
Awareness of disabilities

Inservice training was provided by project staff, district staff and by consultants through the project or employed by the LEA. Project funds also supported staff and parent attendance at regional and statewide conferences.

Over the three years of the project, staff have also presented at a number of regional and statewide conferences regarding project activities, and best inclusive education practices. Regional conferences included Merced's Restructuring for Caring and Effective Education conference, the California Elementary Education Association Region 2 conference in Chico, CA; Exceptional Parents Unlimited (EPU); Partners in Policy making; Alta California Regional Center; a number of Community Advisory Councils (CAC); Area Board IV conference; Santa Clara Region G conference; Region J Conference; Kern County staff development conference; Toulomne County staff development conference and Butte County staff development conference among others. In addition, project staff presented to staff and students in a number of IHEs including CSU Chico and U.C. Davis. Both project staff members are also faculty at CSU Hayward and CSU Sacramento and have incorporated project data and information in course work at these two university teacher training programs.

Numerous awareness presentations were also provided by project staff to districts throughout the state on best inclusive practices.

Presentations were also made at a number of statewide conferences regarding strategies for supporting systems change.

Over each of the past three years, project staff presented annually at the Supported Life Conference, Cal TASH and the Integrated Resources Conference. Presentations were also made at the Valuing Diversity Conference, California Resource Specialists Conference, the California Department of Education, Special Education Fall Conference, Council for Exceptional Children; California Elementary Education Association assessment conference and at the Special Education Advisory Commission. Staff provided presentations to the California State Board of Education and provided testimony at the Office of Special Education Program (OSEP) review of California special education programs. Project staff also met with the California State University Institute for Education Reform with former California state Senator Gary Hart to discuss inclusive educational best practices and school choice.

PEERS Outreach Project staff also presented in each of the past three years at the Association for Persons with Severe Disabilities (TASH) conference, on *Making inclusion work in hard times: Challenges, strategies and outcomes in California classrooms* (1993); *Supporting included students with service delivery models that work: Two California districts*(1994); and *Changing our schools to inclusive communities: Success, near misses, ongoing challenges and evaluation by the California PEERS Outreach project*(1995).

Project staff were invited to present in other states regarding project activities and inclusive practices. Staff presented in Idaho at the Idaho School Administrators' Assistance Center on *"How to* *effectively deal with Inclusion: Adapting Curriculum*" , and in Hawaii at the Pacific Rim Conference, and in Louisiana at the Statewide Super Conference on Best Practices for Inclusion. Project staff also met with educators, agency staff and consumers from Japan regarding best inclusive educational practices. One visitor from Japan who is the director of a special education school, toured several inclusive sites participating in the PEERS Outreach Project. Staff also coordinated a two week visit/observation by educators from Switzerland to inclusive sites in Davis. Finally, project staff also identified key sites and issues in inclusion for visitation and review by the U.S. General Accounting Office which prepared a subsequent report to Congress on inclusion in 1994.

6.0 Network and collaborate with existing and newly selected statewide systems change projects to share information, strategies, evaluation techniques and outcomes.

Project staff contributed to articles and information published in the Special Edge, a Resources in Special Education (RiSE) publication sponsored by the California Department of Education which is housed in the same Sacramento location of one of the Regional Coordinators. Information concerned least restrictive environment, inclusive education best practices and examples of inclusion in action. Staff also contributed to an article in *Inclusive Education Programs*, an LRP Publication and were interviewed on a radio talk-show regarding inclusion to coincide with the state's Education Summit in 1993.

One of the Regional Coordinators has regularly attended the Project Directors' meetings in Washington, D.C. Materials and strategies developed through this project were shared at those meetings, particularly regarding working at the site and district level to coordinate systems change efforts. The Inclusive Education Needs Assessment, Curriculum Adaptations for Inclusive Classrooms, Guidelines for Inclusive Education/Supported Education and Service Delivery Models have been shared with other projects at these meetings. Materials have also been provided on an on-going basis to staff from numerous states regarding inclusive practices.

Project staff presented at the 1995 TASH conference with district representatives and other statewide project staff within the Urban strand. This strand provided a forum for conversations about the inclusive education change efforts in cities and the types of strategies that support change. A second TASH presentation involved project staff with Directors of the National Center on Educational Restructuring & Inclusion (NCERI), and the Center for Special Education Finance (CSEF), sharing the results of our cost-benefit analysis. The third TASH session was a 2 1/2 hour workshop on effective strategies and outcomes of the project.

Visitors from a variety of states including North Carolina, New York, Pennsylvania and Louisiana observed in PEERS Outreach Project sites each year. Educational staff involved in establishing integrated and inclusive education visited sites in Napa, San

Francisco, Berkeley, Davis and Colusa County and spoke with district and project staff about strategies to support students in general education classrooms. Several PEERS Outreach sites are now listed within the directories of the Harvard Education Letters on inclusive schools and the NCERI listing.

Finally, project staff worked collaboratively with statewide systems change projects in Hawaii and Louisiana, sharing information and best practices and working directly with educational staff and parents in those states. In Hawaii, a workshop was provided at the Pacific Rim Conference on vision planning. Workshops were also held for Department of Education staff in Maui, Oahu and the island of Hawaii. In Louisiana, project staff presented to educational staff and parents at the Louisiana Statewide Education conference.

Approximately 2000 people per year were reached through project training and dissemination strategies.

VI. Task D: Project Evaluation

Please see section VIII for this task.

VII. Methodological and Logistical Problems and Resolution

A. State Level

As noted earlier under Task A, several changes at the state level took place early in the project's life. In addition to having a new State Director of Special Education and two changes in the State Superintendent of Public Instruction during the project's life, there were several other alterations. First, the CDE moved funding from three effective statewide training vehicles discussed in the original proposal (Training and Resources for Community and Curricular Integration (TRCCI), Positive Behavior Intervention, and the network of demonstration sites for these and early childhood) into one system: Research Development and Demonstration (RD&D). The RD&D project was assigned to three universities in concert with area districts, none of which was one of PEERS OUTREACH targeted first-round LEAs. Finally, restructuring and position changes in the department led to a somewhat different association with the Department than in the past. The integrity of the project was maintained with the state through its close association with Steve Johnson, now Assistant Director of Special Education for the CDE.

These problems were addressed in several ways. First, the North Central Coordinator (Tom Neary) worked with RD&D for one year in order to increase collaboration across the two projects, and staff led training institutes on inclusive education in conjunction with RD&D. The project continued its work to develop a network of inclusive schools (technical assistance centers) within the state which, as noted above, has been highly utilized by schools, districts, families and other constituencies, and some sites have become a part of two national networks, one listed by the Harvard Education Letter and one by the National Center on Educational Restructuring and Inclusion. These listings and more detailed summaries of sites directly involved with the project are contained in Appendix V. Another CDE level area on which project staff focused its efforts in lieu of originally planned activities was with the State LRE and then Inclusion Support Team and its regional groups.

B. Local Level

Merced Union High School District: One major problem with the work in this district was the complete change in Special Education teaching staff over the project's life. As a result, teachers with emergency credentials replaced the previous faculty, and were not comfortable or fully capable of supporting general educators in including students to the full extent. Therefore, a technical assistance center was not selected in this district, and additional tech center sites were selected in other project districts.

Similarly, in San Lorenzo Valley Unified School District, there were changes both in administration (Director of Special Education, all three elementary principals and the high school principal) and in key teaching staff within the first two years of the project. The district "re-districted" and reassigned both staff and students upon completion of a new elementary school, and the leadership which had existed for district-wide inclusive education diminished. A special class option was developed in 1994-95 for the first time at one elementary school, and although the majority of students continued to be included at two other schools, a few students were moved into the special class. San Lorenzo Valley USD was also not selected for continuing tech center involvement, particularly since the model of the inclusion support implemented in 1994-95 was determined by the project to be inadequate to meet students' primary needs.

VIII. Task D: Project Evaluation

1.0 Utilize management by objectives strategy to monitor project activity. Monthly staff meetings continue for the life of the project and its extension. In addition, phone calls between staff occur, at minimum, weekly for problem-solving and continuing communication.

2.0 Conduct formal evaluations of each project component (formative data). Measures delineated in Table 4, Page 30a of the original proposal were all implemented. As indicated under Task C, one example of aggregate data is the provision of inservice/presentations/workshops to individuals. The vast majority of these individuals were in addition to participants from PEERS OUTREACH targeted districts. Some of the exciting state level developments which have been documented and which help demonstrate project effectiveness include:

- development of the new proposed state funding model mentioned above, which will discontinue disincentives to inclusive education and allow districts to design new approaches to service delivery;

- change of the focus of the state LRE Task Force to Inclusive Education in early 1995 and ongoing sponsorship of its work by the Department;

- development of a new service delivery guidelines by the CDE which will complement the funding model change and assist in assurance of accountability;

- conduct of the state policy audit through the National Center on Inclusive Schooling Practices, the results of which were reviewed by PEERS OUTREACH staff.

At local and regional levels, additional formative evaluation activities have been accomplished, such as:

- Development and implementation of local evaluation of inclusive efforts such as in Colusa (see Appendix S) as a result of project activity in one of the county's four districts.

- Conduct and evaluation of a statewide Administrators' Round Table on Inclusive Education in early 1995, with the focus on restructuring schools with inclusive education, attended by 40 general and special education administrators from 12 school districts. As an example of the project's consistently high ratings of assistance provided, this activity had a mean rating score of 3.94 on a five-point scale (see Appendix I for full report).

3.0 Summative evaluation of project effectiveness

1) Cost Effectiveness/Learner Outcomes. Inclusive and Integrated Programs. This study has been completed (please see Appendix D for manuscript). Napa Valley USD was selected from the four initial districts as the target district for multiple reasons: 1) single govemance structure (all programs are district-operated, thus allowing for direct cost comparisons utilizing average salaries, etc.), 2) both inclusive (general class membership with specialized support) and integrated (special class membership with integration into general education) programs were in operation in the district, allowing for comparisons of both program costs and outcomes, 3) willingness of the LEA to participate.

The study compared the actual resource costs and outcomes of instruction in inclusive classrooms with the costs and outcomes of special class/integrated instruction. Data related to these variables were collected on elementary-aged included students matched with four special class/integrated pupils. Programs were selected through an observation and interview process using validated criteria for inclusive best practices, and students were selected through teacher evaluation of adaptive behavior on a standardized scale. Instrumentation was developed for cost data collection and analysis, and for achievement perceptions. Additional observational measures were utilized to examine student interaction and engaged time. The results showed that inclusive education costs were an average of 13% lower than those of special class placement, with sizable differences in areas such as space and personnel costs, where special class costs were 228% and 31% higher respectively. A second striking difference was found in terms of general and special education resource contributions to the two programs, with special education contributing only 65% as much of total program costs for included students as compared with special class pupils. In turn, special education contributed an average of $1,655 per general education inclusive class, as compared with less than $35 per class where special class students were integrated.

Multiple differences in outcomes for students were found in social interaction and engaged time areas, with included students interacting more with peers and general education teachers and less with special education staff than the integrated group. More academic activity characterized the inclusive students' programs, and they were alone less. Special class students demonstrated more student-initiated interaction and a higher level of engagement during the observed instructional day. There were no differences found between the two groups in perceived achievement of IEP objectives. Results were discussed in terms of the pilot nature of the study and its inherent limitations given sample size, as well as questions for further research (see Appendix P).

2) Friendship Development. The intent of this study was to examine the friendships of students with severe disabilities in

inclusive settings to identify how they are viewed by the student, the student's friends, parents and educators involved; to identify the natural and adult-facilitated supports to encourage and maintain friendships; to identify how adults may support or hinder the development and maintenance of friendships; and to determine what steps adults can take to support friendship outside of schools. Data were gathered through an interview process involving six students with disabilities, their parents, at least one identified friend for each student, their general education teacher and special education inclusion support teacher. (These data are described in the draft manuscript in Appendix Q.)

Several themes emerged from the qualitative analysis, which involved independent raters analyzing interview responses for congruence of ideas or responses. These themes include: 1) parents' critical role in encouraging and/or facilitating friendships, especially outside of school; 2) included students' homes as the focus of extracurricular activity; 3) structured school activities facilitation of friendships; 4) special education's primary responsibility for organizing these activities (e.g., circles, MAPS); 5) structuring activities outside .school encourages friendships; 6) classroom learning structures that support friendship development; and 7) friendship development/maintenance with other students who have disabilities.

APPENDIX A

Proposed state funding model: Final report summary

November 27, 1995

Governor Pete Wilson
Members of the Legislature
State Capitol
Sacramento, California 95814

Dear Governor and Members of the Legislature:

The *Supplemental Report of the 1994 Budget Act* directed the California Department of Education, the Department of Finance, and the Legislative Analyst's Office to jointly review the Master Plan for Special Education and propose a new funding model.

We are pleased to submit for your consideration the enclosed report in fulfillment of that directive. An executive summary of the report can be found on pages one through five. This summary includes the highlights of the proposed new model and a comparison of the proposed model to the current allocation system.

Our staffs will be pleased to answer any questions that you have on this report.

Sincerely,

Delaine Eastin
Delaine Eastin
State Superintendent
of Public Instruction

Russell S Gould
Russell S. Gould
Director of Finance

Elizabeth G. Hill
Elizabeth G. Hill
Legislative Analyst

Enclosure

NEW FUNDING MODEL FOR SPECIAL EDUCATION

Final Report

Legislative Analyst's Office
Department of Education
Department of Finance

November 1995

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Executive Summary

In February 1994 the Legislative Analyst's Office (LAO) in its *Analysis of the 1994-95 Budget Bill* cited a number of major problems with the state's current special education funding formula. Among the major shortfalls cited were (1) unjustified funding variations among local education agencies (LEAs), (2) unnecessary complexity, (3) constraints on local innovation and response to changing requirements, and (4) inappropriate fiscal incentives. Based on this analysis, the Legislature adopted language in the *Supplemental Report of the 1994 Budget Act* directing the California Department of Education (CDE), the Department of Finance (DOF), and the LAO to jointly review the Master Plan for Special Education (MPSE) and propose a new funding model.

In fall 1994, staff of the three agencies met throughout the state with individuals and groups to discuss alternatives to the current funding model and to see firsthand a wide variety of programs for students with disabilities. To obtain the federal perspective, we met with the Assistant Secretary for the Office of Special Education and Rehabilitative Services in the U. S. Department of Education. To gain knowledge of the strengths and weaknesses of formulas in operation throughout the United States we met with the directors of the federally sponsored Center for Special Education Finance in Palo Alto.

In January 1995, we issued a preliminary report based on these meetings, previous work by various agencies on both special and general education, and our review of the literature in special education finance. In March 1995, we issued a proposal for phasing in the new funding model. We used these documents to stimulate discussion as we continued consultation throughout the state in winter and spring 1995.

Our proposal for a new funding model is a population-based formula that allocates funding to Special Education Local Plan Areas (SELPAs) based on a uniform amount for each pupil residing in the SELPA. This approach has the following advantages over the state's current funding model: (1) it eliminates inappropriate fiscal incentives, (2) it allows flexibility in provision of services, (3) it eliminates funding variations among SELPAs, and (4) it is straightforward and understandable.

We are aware that a population-based formula may introduce fiscal incentives to underserve children with disabilities and, therefore, our proposal provides three safeguards to ensure that pupils with disabilities are assured access to a free and appropriate public education: (1) continuation of the due process safeguards available under current law, (2) retention of the existing requirement that special education funding be used for special education, and (3) modification of CDE oversight of special education programs. Figure 2 (see page 4) highlights these and other provisions of our proposal. Figure 3 (see page 5) compares the proposed new model with the current funding model.

Figure 3

New Special Education Funding Model Compared With Current Model

Function	Current Model	Proposed Model
Area-wide cooperation	Requires area-wide planning. Requires Special Education Local Plan Areas (SELPAs) to distribute units.	Requires area-wide planning, shared responsibility, and accountability among member local education agencies (LEAs). Requires SELPAs to distribute funds.
Basis of funding	Funding based on identified pupils.	Funding based on total pupil population.
Distribution of funds	• Distributes "units" (classrooms) to SELPAs based on pupil counts. • Requires that SELPAs distribute units among LEAs. • Distributes funds to LEAs based on 40-page form reporting units operated, etc.	Distributes funds directly to SELPAs for distribution among constituent LEAs, consistent with a local plan that assures appropriate services to all eligible pupils.
Funding equalization	Widely varying funding levels. No equalization process; in fact, method for distributing COLA funds exacerbates inequities.	Over time, brings virtually all SELPAs to an equal per-capita funding amount. Exceptions are a very few extremely sparsely populated SELPAs.
Program flexibility	Dictates how services must be delivered.	Allows LEAs to configure programs based on local pupil needs and individual strengths of local staff.
Accountability	Emphasis on assessing whether the proper number and type of educational settings are being operated.	Emphasis on assessing whether pupils are receiving and benefiting from special education services.
Nonpublic school and agency placements (except for children residing in licensed children's institutions)	Open-ended funding of all placements, shared 70% state/ 30% LEA.	All current state funds (the 70%) included in the "base" to be distributed and equalized as indicated above.
Licensed children's institutions (placements by noneducation agencies)	Open-ended 100% funding of placements that are (1) made by courts or (2) outside the pupil's home district.	Funding adjusted to account for the varying impact of LCIs.

APPENDIX B

Course syllabi:

California State University, Hayward
California State University, Sacramento

California State University, Hayward
Departments of Educational Psychology/Special Education and Teacher Education

A joint interdepartmental offering TED 5500 (&EPSY 5021): Education of exceptional individuals and developing programs within the regular classroom. (4 units).

Mondays: 4:30 - 8:00 p.m. with
1 hour per week observations

Room: AE 360
(May be changed)

Prerequisite: California preliminary credential or permission of instructors.

Ann T. Halvorsen, Ed.D.
Rm # 303 A.E. Bldg.
Ph. # 881-3087
Office Hours: 3:00 - 4:30, Monday
3:00 - 4:00, Thursday

Abe Howe, Ph.D.
Rm # 215 A.E. Bldg.
Ph. # 881-3385
Office Hours:
3:30 - 4:30, Monday
3:00 - 4:00, Wednesday

A. Course description and purpose:

This course is designed to assist current and prospective teachers in general and special education to work with the broad range of "identified," "gifted" and at-risk students attending our schools today. The course and associated field assignments will provide students with an overview of basic concepts, issues and best practices in special education services today, and will focus on both the similarities and differences among labeled and non-labeled students, as well as the development of appropriate individualized and classroom instructional strategies to address these differences. Students will become familiar with: the history of special education services, legislation related to the education and civil rights of pupils with disabilities, characteristics of and challenges facing labeled students and their families, assessment processes, strategies and issues, diversity issues, i.e., multi-cultural and bilingual special education services, family perspective and collaboration in the education of labeled students, and the progressive inclusion of persons who experience disabilities.

B. Course Objectives:

This course is designed to fulfill some state requirements for both general education clear credentials and special education specialist credentials. Candidates are expected to:

1. Demonstrate an understanding of the history of education for students with disabilities.
2. `Identify characteristics of students labeled exceptional in terms of instructional and service needs.
3. Recognize differences and similarities among labeled and non-labeled students.
4. Understand current legislation and litigation dealing with special education services and students, including the least restrictive environment and due process procedures for parents and educators.

5. Understand critical issues in educational planning for students labeled exceptional, including: nondiscriminatory and functional assessment, functional vs. categorical diagnosis, transdisciplinary teaming, IEP development and implementation, positive behavioral support strategies and student-centered planning.
6. Differentiate among service delivery approaches such as inclusive education and mainstreaming and identify the essential characteristics of inclusive education.
7. Demonstrate understanding of the various roles of family members, school personnel, and students in developing and implementing educational plans and instructional support.
8. Demonstrate the ability to communicate appropriate information in a positive manner to families and other school personnel/team members and to recognize the perspective of families in providing educational services to students who are exceptional.
9. Identify and implement modifications to core curriculum and strategies for classroom accommodations for students with disabilities as well as students labeled as gifted.

C. Course Requirements:

Text: Salend, S.J. (1994). Effective mainstreaming: Creative inclusive classrooms. Second edition. N.Y.: MacMillan. Note: Additional readings to be announced below/at course opening. Each student will complete the following requirements in order to achieve course objectives. Students may work individually on each assignment, or they may work with a partner for all assignments. Pairs may work together on some or all of the assignments. Honesty and integrity are expected. Students should review carefully the particular requirements of each assignment. All assignments can be submitted prior to or on due dates.

1. Visits and observations of special education services. (50 pts. each; 150 pts. total). Each student shall select and observe at least three (3) different types of special education service delivery, e.g. 1.) inclusive educational services where specialized support is provided within general education classrooms, and identified students are members of those classes, 2.) resource specialist services at elementary or secondary level, 3.) related services delivery of speech/language, occupational, physical therapy or orientation and mobility, vision services, etc., 4.) special class in a regular preschool, elementary or secondary setting, 5.) transition age (19-21) special education services designed to assist students moving from school to adult life and 6.) GATE (gifted and talented education) programs. Other types of service models may be selected with instructor approval with one condition: At least two of three visits must involve delivery of services within regular public schools. Guidelines for observational assignments follow at the end of the syllabus. Papers will be typed, with estimated length of 2 pages.

Due dates:	Visit #1	**April 17th**
	#2	**May 8th**
	#3	**June 5th**

2. One teacher and one student interview (25 pts. each, 50 pts. total)

A. Teacher interview: Conduct an interview with a special education teacher at a regular school site. Interviews can be with a Resource Specialist teacher or with either a special class teacher or a "full inclusion support teacher", "Integration Specialist" (inclusive education model). Responses of the educator are to be typed up and followed with a comparison of the views of both and your impressions. Interviews must follow the format distributed in class. Please provide a letter of explanation of the purpose of the activity to each of the cooperating teachers, and be sure to arrange these at their convenience. Please note: Pairs who work together on this assignment must prepare individual comparisons and impressions. (25 pts.)

Due date: **May 22nd**

AND

B. Student Interview: Conduct an interview with a student receiving special education services following the format and questions distributed in class. The interview should be with a student receiving Resource Services or with a student attending a special class in a regular school, or an included student receiving specialized support. A third alternative would be to interview a student attending a regional program for deaf students. Responses of the student should be typed up separately and should be followed by a comparison of student views and your impressions. Please be sure to obtain the permission of the cooperating teachers prior to interviews, and find out if you will need written parent/guardian permission as well. Be sure to follow protocol to obtain this. Do not use any real names or identifying information in your reports. (25 pts.)

Due date: **May 22nd**

3. Lesson preparation (50 pts.)

A. Ability awareness lesson: Develop one activity designed to promote understanding of specific disabilities by students. Note the age and grade levels for students targeted, the disabling condition(s) addressed within the activity, lesson objectives, core curricular area where the lesson could be infused, the overall session plan, materials needed and provide a script for the lesson. This should be typed up as well. (50 pts.)

Due date: **May 15th**

OR

B. Adapted instructional lesson. (50 pts.)

Describe how a student with severe disabilities will participate in a chronologically age and grade appropriate core curriculum activity at either the elementary or secondary level. You must include adaptations for cognitive or intellectual disabilities (not just vision/hearing loss or learning/physical disability). Provide a brief (and respectful) description of the student, and identify:

1. The objectives of the lesson for all students and specific content/subject area.
2. Specific IEP objectives in the activity for the identified student.
3. Strategies for adapting instruction.
4. Strategies for adapting materials providing physical assistance, changing rules/sequence, or level of participation.
5. Overall session plan.

Due date: **May 15th**

total

4. Critiques of published materials (50 pts.)

A. Professional journal articles: Preparation of two (2), two page abstracts and critiques of journal articles from the past two years (1993-1995) on different topics related to students with exceptionalities that are of particular interest to you. These could include general or special education journals. The formats should include:

- Topic of concern
- Bibliographical (citation) information: journal, date, volume and issue number, author, pages
- Brief article summary
- Relevance/implications for the education of identified students
- Personal reaction to the quality of the article, (strengths, weaknesses, and relevance of the educational practices or research results described to your work).

AND

B. Evaluation of Childrens' Literature: (50 pts.)

Preparation of the evaluation of one (1) novel or video or three (3) children's books in which individuals are portrayed. A one-two page typed evaluation report should include, but is not limited to:

- Bibliographic information (title, author, date, publisher)
- Disability(ies) portrayed
- Target audience (age group, etc.)
- Summary
- Manner in which people with disabilities are portrayed (Positive? Negative? Stereotypical?)
- Format and quality of the book
- Personal reaction

Due date: **May 1st**

5. Completion of readings, attendance in class, and participation in discussion/activities are required. Readings are to be completed by the session for which they are listed starting in Week 2. Take home quizzes will be provided periodically for completion on your own and discussion in class. (50 pts.)

Grading

Point Total	%	Letter Grade
376-400	94%	A
364-375	91%	A-
348-363	87%	B+
332-347	83%	B
320-331	80%	B-
308-319	77%	C+
292-307	73%	C
280-291	70%	C-
240-279	60%	D
Below 239		F

Note: Twenty (20) points of extra credit may be earned by providing an enrichment activity/resource experience for a class session that will result in a greater depth of understanding of a topical issue being covered. To earn this credit, a written proposal must be submitted. Approval will be granted based on the appropriateness/relevance of the experience, the degree to which it may enhance knowledge/awareness on the topic, and the amount of class time available.

TED 550/EPSY 5021

TENTATIVE SCHEDULE

SESSION	DATE	TOPIC	ASSIGNMENTS
1	3/27/95	Course overview History of Sp. Ed. IDEA Principles & Legal Rights	1. Text Chapter 1 2. Begin arranging Observations & Interviews 3. Read Lipton, D. (1994) Full Inclusion Court Cases, NY: NCERI, CUNY
2	4/3/95	Effective Inclusive Education Service Delivery	1. Text Chapters 3 & 4 2. Read Sailor, W. (1991) Special Ed. in Restructured School RASE 3. Class handouts 4. Select & continue work on all assignments
3	4/10/95	Determining Student Needs: Assessment, IEP Development, Teaming and Parent Involvement	1. Text Chapter 2 & other TBA 2. Continue assignment work 3. First Visit Report due next week, 4/17
4	4/17/95	Communication & Collaboration: Changing Roles & Working Together	1. Text Chapter 3 & other TBA 2. First Visit Report due today 3. Continue work on assignments
5	4/24/95	Accepting Individual Differences: Ability Awareness Education Strategies	1. Text Chapter 4 and other readings TBA 2. Critiques due next week 5/1 3. Continue assignments & observations
6	5/1/95	Modifying Instruction and Curriculum for Diverse Classrooms #1 Alternative Instructional Strategies, Multiple Intelligences, Cooperative Learning Structures	1. Text Chapters 5 & 6 and other TBA 2. Critiques due today 3. 2nd Visit Report due 5/8

7	5/8/95	Modifying Instruction and Curriculum #2 Individualized Student Planning & Adaptation Development	1. Text Chapters 7 & 8 2. 2nd Visit Report due 3. Lesson due 5/15 4. Continue other assignments
8	5/15/95	Modifying Instruction & Classroom Environment: Positive Behavioral Support	1. Text Chapters 9 & 10 & TBA 2. Lesson due today 3. Interviews due 5/22 Continue work on others
9	5/22/95	Continuation of Session 8	1. Readings TBA 2. Interviews due today 3. Complete 3rd Visit Report
NO CLASS (Memorial Day)	5/29/95		CompleteVisit Report
10	6/5/95	Evaluating Progress of Students Receiving Specialized Services	1. Final Visit Report due 2. Text Chapter 11

SYLLABUS SUPPLEMENT

TED 5500/EPSY 5021

I. GUIDELINES FOR VISITS/OBSERVATIONS (150 pts. Total)

A. Locations and Contacts

It is the student's responsibility to arrange visits/observations and interviews. If you do not have your own contacts you might speak with others in the class, or contact local district directors of special education or coordinators of programs, e.g.:

1. Oakland	Lynne Ono	Elementary Program Manager
	Joanna Lugen	Secondary Program Manager
2. Berkeley U.S.D.	David Newman	Elementary Supervisor
	John Santoro	Preschool Supervisor
	Emi Johnson	Secondary Supervisor
3. Castro Valley U.F.D.	Margaret Kidd	Director of Sp. Ed.
4. San Leandro	Anne Seasons	Coordinator
5. San Ramon	Lynne Carlisle	Director, Sp. Ed.
6. Mt. Diablo	Dee Dee Wells	Director
	Joan Alper	Coordinator

B. Guidelines

Arrange to visit and observe three (3) different types of services for at least one hour each. Be sure to arrange for a mutually convenient time to ask any questions you have of staff. Prepare a two page typewritten report of your observations/ experiences. The content should include:

. Date and length of visit
. Type of program/services observed
. Grade levels served at school
. Age levels & grade levels of students observed receiving services
. Curricular and instructional practices implemented
. Types of professional, paraprofessional and other support staff available to provide services; ratio of staff to students
. Impressions: Describe your reactions, questions raised by the observation, positive elements of the visit for you, personal areas of growth resulting from the experience

II. Special Educator Interview (50 pts.)

A. Interview a Resource Specialist Program teacher or a Special Day Class or Inclusion Support teacher.

I. Interviewee Role (RSP or SDC) ______________________________
II. School Site____
III. Synopsis of interview questions
  a. Length of time at current site
  b. Length of time as a teacher
  c. Other educational experiences

d. Number of students in current program
e. Ratio of male to female students in program
f. List the academic classes students are enrolled in with the number of students enrolled in each class.
g. List the non-academic classes and clubs students are enrolled in.
h. What is the number of elementary students integrated into general education classes and type of subject?
i. Who attends an IEP meeting?
    1. If general education teachers and administrators attend... Why?
    2. If not, Why not?
j. What is the length of time for an IEP meeting? (Initial/review/final)
k. How often are regularly scheduled meetings held with cooperating general education teachers?
l. Describe how consultation takes place
m. Has the site implemented "Student Study Team" meetings?
n. Are you a participating member?
o. Is mainstreaming functioning successfully at the site?
    1. Reasons for successes?
    2. Reasons for failures?
    3. What could be done to improve mainstreaming?
p. How are students graded?
q. Describe major modifications/adaptations made by general educators to meet the needs of exceptional students.
r. What modifications/adaptations would ;you like to see general educators make?
s. Other comments? Advice to new teachers?

IV. Personal conclusions; reactions in narrative
V. Sample Blank IEP for attached

AND

II. Special Education student interview (25 pts.)

B. Interview **either** a Resource Specialist Program student **or** a Special Day Class or Included student.

I. Program (RSP or SDC or FI)________________________________
II. School Site ____
III. Grade Level______________________
IV. Synopsis of interview questions
    a. Years receiving special education services?
    b. General education classes currently enrolled in?
    c. Type of services received in special education classes?
    d. Type of special education support in general education classes?
    e. Best subjects and why?
    f. Worst subjects and why?
    g. Extra-curricular school activities? (Identify)
    h. Outside-school activities/hobbies/interests? (Identify)

- i. How do your general education teachers interact with you and react to you? What do they do that tells you that?
- j. How do your special education teachers interact with you and react to you? What do they do that tells you that?
- k. How do other students treat you?
- l. What modifications/adaptations have been made to meet your unique learning style and needs in:
  - 1. general education classes
  - 2. special education classes
- m. What could be done to help you in:
  - 1. general education classes
  - 2. special education classes
- n. Has anyone spoken to you about your special learning needs?
- o. Do you attend your IEP meeting?
- p. What do you intend to do after High School? (Community College/University, work, etc.)
- q. What is your general opinion of school? Why?
- r. What should all teachers be aware of when working with a student with special needs?
- s. Other comments?

V. Personal conclusions; reactions in narrative

CALIFORNIA STATE UNIVERSITY, HAYWARD
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
SPECIAL EDUCATION

EPSY 6140
Specialist Competencies I (SH)
Wednesday 4:00-7:20 p.m.
Room: AE 390
Winter, 1996
Office Hours: Mon. 3:00 - 4:00, Wed 3:00 - 4:00
(by appointment)

Ann T. Halvorsen
Office AE 303
Tel: (510) 885-3087 or
(415) 338-7849 (voice mail)

A. Purpose/Course Description

This is a 4-unit course within the Specialization Program for Severe Disabilities and is required for the credential and Master's degree. The purpose of the first competencies course is to provide students with a basis for curriculum development for students with severe disabilities. Emphasis is placed on functional skills taught in inclusive schools, classrooms, and community settings. This course is designed to provide students with the skills and competencies required to function effectively in inclusive, general public school and community environments which are chronologically age-appropriate for their students, and which provide severely disabled (SD) students with opportunities to develop sustained relationships with their nondisabled (ND) peers across a variety of instructional and non-instructional general education settings. The course reviews the team organization of a student-centered curriculum and the selection of motivating settings and activities for instruction which promote active participation and generalization. The course will emphasize the following topics: curricular adaptation processes, functional academics; maximizing inclusion and arranging opportunities for developing relationships with nondisabled peers; personal management and domestic skills; recreation and leisure skills; employment skills; and sex education.

B. Objectives/Competencies

1. Each student will demonstrate competence in presenting the definitions, philosophy, legal basis, rationale for and benefits of inclusive education.

2. Each student will demonstrate knowledge of necessary components of inclusive education of students with severe disabilities across age levels and range of disability.

3. The student will demonstrate understanding of the need for generalization programming, as well as knowledge of a variety of programming strategies typically utilized with students who experience severe disabilities.

4. The student will demonstrate knowledge of key factors and considerations related to the instruction of critical skills and activities for students with severe disabilities across ages, within the vocational, (employment), domestic, recreation/leisure and general community domains.

5. The student will demonstrate the ability to conduct needs assessment and ecological inventories in order to analyze school and community environments for potential instructional activities, including potential adaptations.

6. The student will demonstrate knowledge of activity, skill sequence, materials and other adaptations which will facilitate maximum participation of students in multiple environments.

7. The students will demonstrate knowledge of state-of-the-art principles guiding the instruction of leisure, social and personal care skills to students with severe disabilities across all age groups, as well as their infusion within critical activities in general education classroom, school and community.

8. The student with demonstrate knowledge of current practices for the instruction of functional academic skills for students with severe disabilities and the infusion of those skills within critical activities in general education classrooms, school and community.

9. Each student will demonstrate positive communication and public relations skills with all school and community personnel.

C. Course Requirements

1. Readings

A package of current and "state of the art" readings will be available for purchase at cost, and students are also expected to have purchased M. Snell (Ed.) 4th edition Instruction of Students with Severe Handicaps (1993). A few additional readings for particular topics will be distributed in class the week of the appropriate session. Additional resources may be provided but not required.

2. Assignments

1. School Site Needs Assessment (Assignments 1 & 2).
2. School inventory and general education classroom contextual analysis and curricular adaptations summary (Assignments 3 & 4).
3. Community settings contextual analysis and instructional analysis (Assignment 5).
4. In class mid-term exam which will stress translation of knowledge/theory into practice. Alternative assessment strategies may be utilized at the midterm in lieu of an exam. (To be discussed in class).
5. Attendance and participation in discussions and class activities.

D. Grading Criteria: All students

	Points
1. Midterm Exam/Alternative Assessment	50
2. Class participation	50
3. Homework assignments (20 pts. each)	100

	200

Grading Scale:

190 - 200 = A
185 - 189 = A-
180 - 184 = B+
170 - 179 = B
165 - 169 = B-
160 - 164 = C+
150 - 159 = C
145 - 149 = C-

Date	Topic	Readings	Assignments
Jan 3 Session 1	• Course overview • Bases for inclusive education: Historical, Legal, Educational • Components of Inclusive Education • Key concepts - partial participation - active, meaningful learning - supported education - generalization - team-driven decision making	R Sailor et al. (1989). The Comprehensive local school. Ch. 1 pp 1-26 Baltimore, MD: Paul Brookes. 1. Halvorsen, A. & Sailor, W. (1990) Integration of students. A Review of Research. In Gaylord-Ross (Ed.) Issues and Research in Special Ed. New York Teachers College Press, 110-172. 2. Karasoff, T. & Kelly, D. (1989) What makes integration work? STRATEGIES 1 (1), 1-2 SF: CRI. 3. CA State LRE Policy (1986). 4. Neary & Halvorsen, (1994). Inclusive education guidelines. PEERS Outreach Project. 5. Zirkel, P. & Gluckman, I. (1993). Full inclusion of students with disabilities. Principal 72 (5). 6. Schattman, R. & Benay, J. (February 1992). Inclusive practices transform. The School Administrator, 8-12.	Wk 1-2: Jan 3 - Jan 10 1. Conduct interviews with teacher and principal (Assignment #1) - **Due 1/17** 2. Begin site needs assessment (Assignment #2) - **Due 1/24**

R = Reference only appears in 6136 or other

Date	Topic	Readings	Assignments
Jan 3 Cont'd.		R Baumgart et al. (1982). Principle of partial participation and individualized adaptations. JASH, 7 17-27.	
Jan 10 Session 2	THE SCHOOL: Moving forward with integration. Conducting school inventory across domains. Assessment of regular school life settings for instruction. Assessing status of integration. Selecting settings, activities, skills. Instruction of skills across natural settings.	R Brown, Long, et al. (1989) The home school: Why students must attend and be in schools of their brothers, sisters, etc. JASH 14 (1), 1-12. 1. Williams, et at. (1989). Is regular class placement really the issue? JASH 14 (1) 1-12. 2. Graham, N. (1987) Students with significant challenges: Choosing and developing integrated activities. San Francisco, CA: SFSU, CIPSSI Project. 3. Willis, S. (October, 1994). Making schools more inclusive. Curriculum Update. Assoc. for Supervision and Curriculum Development.	Week 2-3: Jan 10 - Jan 17 1. Conduct site needs assessment - **Due 1/24.** 2. Begin school inventory (Assignment #3) - **Due 2/7.**

R = Reference only appears in 5136 or other

Date	Topic	Readings	Assignments
Jan 10 Cont'd.		4. Stainback, W., Stainback, S., & Moravec, J. (1992). Using curriculum to build inclusive classrooms. In S. Stainback & W. Stainback, (Eds.), Curriculum considerations in inclusive classrooms: Facilitating learning for all students. Baltimore: Paul H. Brookes. 5. Halvorsen, A. & Neary, T. (1994). Implementation Site Criteria for Inclusive Programs validated version. PEERS OUTREACH Project (rev. ed.). 6. Neary, et al. (1992). School site inventory. TRCCI (CA Dept. of Education) 7. York, J. and Tunidor, M. (1995). Issues raised in the name of inclusion: perspectives of educators, parents and students. JASH 20 (1), 31-44. Resources: Ability awareness curricula and manuals from Dr. Halvorsen.	

Date	Topic	Readings	Assignments
Jan 17 - Session 3 and Jan 24 - Session 4	THE GENERAL EDUCATION CLASSROOM: • General ed instructional and curricular strategies for heterogeneous classrooms • Student-centered team planning • Contextual analysis and identification of target skills/activities • Curricular adaptations and expectations for meeting target objectives • Functional academics within the classroom	Sessions 3 and 4: 1. York, J., & Vandercook, T. (1991). Designing and integrating education for learners with severe disabilities through the IEP process. Teaching Exceptional Children, Winter. 2. Ford, A., Davern, L., & Schnorr, R. (1992). Inclusive education: Making sense of the curriculum. In Stainback & Stainback (Eds.) Curriculum considerations. pp. 37-64. 3. Neary, T., & Halvorsen, A. Curricular adaptation, classroom strategies, Ch. 4 & 5. (1992). 4. Johnson, D.W., & Johnson, R.T. (1989). Cooperative learning and mainstreaming. In Gaylord-Ross (Ed.) Integration strategies. Baltimore, MD: Paul Brookes, pp. 233-248.	Week 3 - 4: Jan 17 - 24 and Week 4 - 5: Jan 24 - Jan 31 1. Complete needs assessment (HW #2) - **Due 1/24** 2. Complete school inentory (HW #3) - **Due 2/7** 3. Begin curricular adaptation analysis (HW#4) - **Due 2/21**

Date	Topic	Readings	Assignments
Jan 17 & Jan 24 Cont'd.		5. Hunt, P., Staub, D., Alwell, M. & Goetz, L. (1994) Achievement by all students within the context of cooperative learning groups. JASH (19), 4 290-301 6. Ferguson, D., & JeanChild, L.A. (1992). It's not a matter of method. In Stainback & Stainback (Eds.) Curriculum Considerations, pp. 159-174. 7. Jorgensen, C.M. (Dec 1994/ Jan 1995). Essential questions - inclusive answers. Educational Leadership, 52-55.	
Jan 31 Session 5	Classroom (continued) • Strategies for providing information to facilitate social and curricular inclusion. - Curriculum which celebrates diversity - Cooperative classroom climate • Creating social opportunities - Support networks, circles, pit crews MAPS-action planning	1. Halvorsen (1990) Ability Awareness, Hayward, CA: PEERS Project. 2. Biklen, D. (1989). Making difference ordinary. In Stainback, et al. (Eds.) Educating all students in the mainstream. Baltimore, MD: Paul Brookes, pp. 235-248. 3. Staub, D., Schwartz, I., Gallucci, C. & Peck, C. (1994). Four portraits of friendship at an inclusive school. JASH, 19, (4), 314-325.	Weeks 5 - 6: Jan 31 - Feb 7 1. Complete inventory - **Due 2/7** 2. Begin curricular adaptation analysis - **Due 2/21**

R = Reference only appears in 5136 or other

Date	Topic	Readings	Assignments
Jan 31 Cont'd.		4. Schnorr, R. (1991). Peter? he comes and goes. IASH, 15(4), 231-240. 5. Slavin, R. (1991). Synthesis of research on cooperative learning. Ed Leadership, 48 (5). 6. Stainback, W., & Stainback, S. (1990). Facilitating peer support and friendships. In Stainback & Stainback (eds.) pp. 51-64. 7. Forest, M., & Lusthaus, E. (1990). Everyone belongs. Teaching exceptional children. Winter. 8. Vandercook, T., York, J., & Forest, M. (1989). The McGill action planning system: A strategy for building the vision. IASH, 14(3), 205-215. 9. Grenot-Scheyer, Eshihan, L., & Falvey, M. (1989). Functional academic skills. In Falvey Community Based Curriculum, Brookes.	

Date	Topic	Readings	Assignments
Feb 7 Session 6	THE COMMUNITY MIDTERM or ALTERNATIVE ASSESSMENT: 1st half of class • targeting objectives • inventory across domains • overlap with all domains • curriculum balancing • logistics and management • social relationships outside of school • functional academics in community settings	1. Falvey, M. (1989). Community skills. In Community Based Curriculum, Brookes, 91-114. 2. Browder, D., & Snell, M. (1993). Functional academics. In Snell (Ed.) Systematic instruction Columbus, OH: Merrill 442-479 3. Sailor, Anderson et al. (1989). Community intensive instruction (Chapter 4). Comprehensive Local School, Brookes, 103-150.	Week 6 - 7: Feb 7 - Feb 14 1. Begin Community Inventory, contextual analysis (HW #5) - Due 2/28 2. School Inventory - Due today: 2/7

Date	Topic	Readings	Assignments
Feb 14 Session 7	• Accessing and utilizing community work settings and existing high school work study . • Developing friendships at work • Natural supports in workplaces	1. Moon, M.A., & Inge, K. (1993). Vocational preparation and transition. In M. Snell (Ed.), Instruction of students with severe disabilities. Columbus, OH: Merrill, 556-587. 2. Hagner, D.C. (1992). The social interactions and job supports of supported employers. In J. Nisbet (Ed.) Natural Supports. Baltimore, MD: Paul Brookes, 217-240. 3. Hagner, D.C., Cotton, P., Goodall, S., & Nisbet (1992). The perspectives of supportive coworkers: Nothing special. In Nisbet, 241-256. 4. IMPACT, Fall 1993, 6(3) Feature Issue on Employment. Minneapolis, MN: Institute on Community Integration.	Week 7 - 8: Feb 15 - Feb 22 1. Complete curricular adaptation - **Due 2/21** 2. Work on community analysis - **Due 2/28**

Date	Topic	Readings	Assignments
Feb 21 Session 8	Domestic domain • Issues and strategies in personal and home management skills: • Planning for generalization • Targeting objectives • Sex education	1. Eshilian, L., Haney, M., & Falvey, M. (1989). Domestic skills. In Falvey Community Based Curriculum. Brookes, 115-140. 2. Monat-Haller, R.K. (1992). Overview: Understanding and expressing sexuality, 1-14 and Chapter 3, Fundamentals of sexuality education and counseling, 41-76, Baltimore: Brookes.	Week 8 - 9: Feb 21 - Feb 28 1. Curricular Adaptation **(HW due today: 2/21)** 2. Finish community analysis - **Due 2/28**
Feb 28 Session 9	Recreation/Leisure • Issues and strategies in curriculum for recreation and leisure skills: school/home/community • Integration and inclusive settings • Social skills and peer relationships, mentors	1. Falvey, M., & Coots, J. (1989). Recreation skills. In Falvey, 141-163. 2. Schlien, Green, & Hexnec (1993). Integrated community recreation. In M. Snell (Ed.) Systematic instruction.	Week 9 - 10: Feb 28 - Mar 6 1. Community Analysis Due today

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Date	Topic	Readings	Assignments
Mar 6 Session 10	Putting it all together • Effective education for all students: restructuring for a unified system • Service delivery models and issues	1. Sailor, W. (1992). Special education in the restructured school. Remedial and Special Education. 12(6) 8-22. 2. Giangreco, Dennis, Cloninger, Edelman, & Schattman (1993). I've counted Jon: Transformational experiences, 59(4), 359-372. 3. Thousand, J.S., & Villa, R. (1990). Sharing expertise and responsibilities through teaching teams. In Stainback & Stainback (Eds.) Support systems for educating all students in the mainstream. Baltimore, MD: Paul Brookes.	

R = Reference only appears in 5136 or other

California State University, Sacramento
School of Education

EDS 100 Education of Exceptional Children
Fall 1995 7:00 to 10:00 P.M.

Instructor: Tom Neary Office: 641-0465 Home: 451-4840
ext. 277

Material:

1. Heward, W. (1996). *Exceptional Children*. 5th Edition
   Merrill/Prentice Hall (Required)

Course Objectives:

Students will:

a. identify characteristics of exceptional pupils in terms of developmental and service needs.
b. recognize differences and similarities in labeled and non-labeled students.
c. identify issues in labeling students.
d. modify core curriculum to adapt to student needs.
e. communicate appropriate information in a positive manner to other professionals and families.
f. understand current legislation dealing with special education, including least restrictive environment and due process for parents and educators.
g. identify strategies for facilitating positive interactions between students.
h. recognize the perspective of families in providing educational services to students with special needs.
i. develop one ability awareness lesson.
j. describe the perceptions of special education teachers and students about special education.
k. describe strategies for identifying the meaning of undesirable behavior.
l. differentiate mainstreaming from inclusion and identify essential characteristics of inclusion.
m. identify classroom accommodations for students with disabilities.

Midterm: 100 points; due October 30, 1995
Text: chapters 1,2, 4-8, 13; and Supplemental readings. Take home.

Final exam: 100 points; due December 11, 1995
Text: chapters 3, 9-12; 14,15 and Supplemental readings. Take home.

Teacher interviews: (50 points)

Conduct interviews with two special education teachers at a regular school site. One interview must be with a Resource Specialist Teacher and one with a Special Day Class Teacher or Integration Specialist (Full Inclusion model). Responses of both educators are to be typed separately and followed with a comparison of the views of both and your impressions. Interviews must follow the format described below. Please provide the CSUS letter of explanation to cooperating teachers.

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Student interviews: (50 points)
Conduct two interviews with students receiving special education services following the format and questions shown below. Interviews may be for students in an elementary or secondary program. One interview should be with a student in a resource program and the other with a student in a special day class. Responses of both students are to be typed separately and should be followed by a comparison of the two students' views and your impressions. Please be sure to obtain permission from cooperating teachers before interviewing students. Request that they discuss this with families involved.

Ability awareness lesson: (30 points)
Develop one simulation exercise designed to promote understanding of specific disabilities by students. Note the age level of the students targeted, the disabling condition(s), objectives of the lesson, materials needed and provide a script for the lesson.

Adapted lesson: (40 points)
Describe how a student with severe disabilities will participate in a chronologically age-appropriate core curriculum activity at either the elementary or secondary level. You must include adaptations for cognitive/learning disabilities (not just vision or hearing loss). Provide a brief (and respectful) description of the student and identify:

a. the objectives of the activity for all students.
b. specific IEP objectives in the activity for the identified student.
c. strategies for adapting materials, providing physical assistance, changing rules, changing the level of participation.
d. specific teaching strategies.

Attendance: **(30 points, although no student missing more than 5 classes will receive more than a C grade)).**
Classroom attendance is required. Points may be deleted for arriving late or leaving early.

Observation: (0 points)
As part of this course, you are required to observe students with disabilities. CSUS expects 30 hours of observation. Prior experience in programs for students with disabilities may be considered. **You will be required to provide a letter of completion** from the cooperating teacher or principal on school letterhead by December 11, 1995.

Summary of assignments

Assignment	**Points**	**Due date**
midterm exam	100	October 30, 1995
Teacher interviews	50	Dec. 11*
Student interviews	50	Dec. 11*
Ability awareness lesson	30	Dec. 11*
Adapted lesson	40	Dec. 11*
Final exam	100	Dec. 11*
Attendance	30	
Observation	0	Dec. 11, 1995
Total points possible	400	

***All assignments are due for final grading on December 11 1995. However, they may be completed at any time during the course and submitted for feedback and revision. I suggest that this option be utilized. The midterm and final are multiple choice and may be corrected to raise your grade if submitted by November 27, 1995.**

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Grading:

Point total	%	Letter grade
376-400	94%	A
364-375	91%	A-
348-363	87%	B+
332-347	83%	B
320-331	80%	B-
308-319	77%	C+
292-307	73%	C
280-291	70%	C-
240-279	60%	D
-239		F

Tentative Schedule

8/28/95	Overview to course; topics and requirements; history of services. Readings: Text chapters 1&2. Video: Then Came John
9/4/95	Labor Day No class.
9/11/95	Attitudes, expectations and belief systems. Readings: Provided in class.
9/18/95	Legislation; legal challenges; initiatives in education. Readings: Text chapters 4&13. Video: Regular Lives.
9/25/95	Parent and consumer perspectives on education. Readings: Text chapter 5. Guest speaker.
10/2/95	Learning Disabilities Readings: Text chapter 6. Guest speaker.
10/9/95	Behavioral problems Readings: Provided in class.
10/16/95	Behavioral problems Readings: Text chapter 7.
10/23/95	Communication problems. Readings: Text chapters 8&9. Video: Facilitated Communication.
10/30/95	Hearing and Vision impairment. Readings: Text chapter 10. Guest speaker.
11/6/95	Physical and health impairments; Severe disabilities. Readings: Text chapter 11. Guest speaker.

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11/13/95	Adapting core curriculum for students with severe disabilities. Debrief teacher interviews. Video: Plain Talk: Teacher to Teacher Readings: Text chapter 15.
11/20/95	Adapting core curriculum Debrief student interviews Readings: Text chapter 14.
11/27/95	Student planning strategies: MAPS; Transition planning. Video: With a Little Help From My Friends. Reading: chapter 3.
12/4/95	Cultural diversity in special education. Guest speaker.
12/11/95	Turn in assignments. No class. Assignments may be turned in at regular class time, placed in the instructor's mail box or delivered to the instructor's office at 650 Howe Ave. Room 300.

Fieldwork requirements

1. Complete a minimum of 30 hours of observation of students with exceptional needs in an instructional setting.
2. At least 20 of those hours must be in an instructional setting for 3-22 year old students formally enrolled in special education.
3. Meeting the above criteria must have occurred in the last 7 years.
4. Observations may occur in more than one setting.
5. ED TE 103.0, *Tutoring Children* is acceptable for the required observation hours *if the tutored student is formally enrolled in special education.*
6. Examples of acceptable instructional settings include:
    - a. public/private school programs with integrated students. (30 hours)
    - b. public/private school programs with integrated gifted students. (10 hours)
    - c. special education programs. (30 hours)
    - d. GATE (Gifted And Talented Education) programs. (10 hours)
    - e. Continuation high school, Bilingual/ESL and Chapter 1 programs with integrated students. (30 hours)
    - f. Special Olympics coaching.
    - g. Parenting an individual who is in a special education program. (10 hours)
    - h. Pre-school (birth to 3 years) special education. (10 hours)
    - i. Adult (post 22 years) special education. (10 hours)

It is the student's responsibility to arrange their own observations. I would suggest contacting site principals or the district's director of special education. Some suggestions include:

Dr. Jim Gilletly	Davis Joint USD
Dr. Lou Barber	Sacramento City USD (Betsy Inchausti)
Dr. Marty Cavanaugh	Elk Grove USD(Sherry Haskins)
Jan Boyer	San Juan USD (Marilyn Moore)
Robin Pierson	Sacramento County Office of Education(Sharon Holstegge)

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EDS 100
Special Educator Interviews (40 points)
Interview both a Resource Specialist Program teacher and a Special Day Class teacher.

I. Interviewee role(RSP or SDC)________________________

II. School Site________________________________

III. Synopsis of interview questions
- a. Length of time at current site
- b. Length of time as a teacher
- c. Other educational experiences
- d. Number of students in current program
- e. Ratio of male to female students in program

- f. List the academic classes students are enrolled in with the number of students enrolled in each class.
- g. List the non-academic classes and clubs students are enrolled in.
- h. What is the number of elementary students integrated into general education classes and type of subject?
- i. Who attends an IEP meeting?
  - 1. If general education teachers and administrators attend... Why?
  - 2. If not, Why not?
- j. What is the length of time for an IEP meeting? (initial/review/final)
- k. How often are regularly scheduled meetings held with cooperating general education teachers?
- l. Describe how consultation takes place.
- m. Has the site implemented "Student Study Team meetings?
- n. Are you a participating member?
- o. Is mainstreaming functioning successfully at the site?
  - 1. Reasons for successes?
  - 2. Reasons for failures?
  - 3. What could be done to improve mainstreaming?
- p. How are students graded?
- q. Describe major modifications/adaptations made by general educators to meet the needs of exceptional students.
- r. What modifications/adaptations would you like to see general educators make?
- s. Other comments? Advice to new teachers?

IV. Comparison of above interviews in narrative.

V. Personal conclusions; reactions in narrative.

VI. Sample Blank IEP form attached.

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EDS 100
Special Education student interview
Interview both a Resource Specialist Program student and a Special Day Class student.

I. Program (RSP or SDC)________________________________

II. School Site________________________________

III. Grade level________________________

IV. Synopsis of interview questions.
   a. Years receiving special education services?
   b. General education classes currently enrolled in?
   c. Types of services received in special education classes?
   d. Type of special education support in general education classes?
   e. Best subjects and why?
   f. Worst subjects and why?
   g. Extra-curricular school activities? (identify)
   h. Outside-school activities/hobbies/interests? (identify)
   i. How do your general education teachers treat you? What do they do that tells you that?
   j. How do your special education teachers treat you? What do they do that tells you that?
   k. How do other students treat you?
   l. What modifications/adaptations have been made to meet your unique learning style and needs in:
      1. general education classes
      2. special education classes
   m. What could be done to help you in:
      1. general education classes
      2. special education classes
   n. Has anyone spoken to you about your special learning needs?
   o. Do you attend your IEP meeting?
   p. What do you intend to do after High School? (Community College/University, etc)
   q. What is your general opinion of school? Why?
   r. What should all teachers be aware of when working with a student with special needs?
   s. Other comments?

V. Comparisons to above interviews in narrative.

VI. Personal conclusions; reactions in narrative.

TO: RSP and SDC Teachers,
Principals

Date: Fall 1995

FROM: Tom Neary
Professor, *Exceptional Children* Course

Subject: Interviews

Thank you for volunteering to be interviewed by my student in the CSUS course, *Exceptional Children*. As you know, this is a required course for all Multiple Subjects and Single Subject teacher credential candidates. One major topic within the course is the practice of inclusion and how a general education teacher can successfully work with students who have disabilities. We have found that talking to both special educators and students with special needs provides good insight into the best practices for including students of varied abilities. Many interviewers develop a better understanding of special education and more positive attitudes toward challenged youth and are more willing and able to involve them in general education classrooms.

It's important to let you know that no interviewed special education student is identified in any manner. Only the student's school district and appropriate grade level are reported. Confidentiality is absolutely maintained. Also, no identifying data is recorded if you wish to remain anonymous. Only your district and level (elementary, middle, junior high or high school) are reported along with your responses to the standard questions.

I appreciate your time and effort in assisting our future teachers. If you have any questions regarding the interviews or the program, please call me at 641-0465 X277.

Thank you.

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EDS 100
Ability Awareness assignment
Curriculum adaptation assignment

Ability awareness lesson

Please include the following information:

1. The grade/age level of the general education classroom
2. The disability you are addressing with your class
3. The specific objectives of your lesson
4. Materials you will be using
5. The script of the ability awareness lesson
   a. opening
   b. lesson activities
   c. what the presenter says
6. Summarization/check for understanding/discussion

Adapted lesson assignment

Please include the following information:

1. The grade/age level of the students
2. The objectives of the lesson for typical students and brief description of the lesson
3. A brief (and respectful) description of the student with special needs
4. Specific objectives for the student with special needs (if different)
5. A description of adaptations in material, teaching strategies, scope of lesson, degree of participation,expecations, rules, modes of output etc. you are utilizing.

APPENDIX C

Implementation site criteria for inclusive programs

PEERS II

California Outreach Project for Inclusion

PROJECT DIRECTOR
Leo Sandoval, Director
Special Education
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3567

REGIONAL OFFICES
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Steve Johnson, Administrator
Statewide Programs Unit
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3258

IMPLEMENTATION SITE CRITERIA FOR INCLUSIVE PROGRAMS

Halvorsen, A. & Neary, T. (1994). Hayward, CA: CSU Hayward and Sacramento, CA: California Department of Education, PEERS II OUTREACH Project. Revised edition (replaces all earlier versions).

Please circle and make any comments as needed.

I. Environmental Considerations

A. Facilities

1. Students are included in their age- and grade appropriate (± 1 yr.) general education classrooms/homerooms.	few	some	most
2. Students' classrooms/programs are in age-appropriate wing/area of school (e.g., K-3 students in primary wing).	few	some	most

B. Student Issues

1. School is one these students would attend if they were non-disabled. (home school).	few	some	most
2. "Feeder" and future programs for younger and older students have been established in home schools.	few	some	most
3. Students have same school calendar and hours as their general education age peers in that school.	few	some	most
4. Identified special education student numbers are within natural proportion guidelines. (Not more than 10% total student body has IEPS)	16-20%	10-15%	10% or less

Student = Student with disabilities in the integrated program

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II. School Climate

A. Ownership

1. Principal is responsible for implementation of the program, which includes supervision and evaluation of the program staff.	Not responsible	Joint responsibility with Sp Ed supervisor	Fully responsible
2. There is a defined plan or process for supporting staff in implementation (i.e., time for team planning meetings).	No plan; informal process	Plan is in development	Plan is part of overall school reform or SIP plans
3. The general school community (faculty, students, staff, parents) is accepting of students with disabilities.	less than 33%	33-66%	67-100%
• 4. The school mission or vision statement emphasizes a conviction that every child can learn and that the program is accountable for student gain.	minimal emphasis	some emphasis	clear priority
• 5. The school mission/philosophy statement emphasizes responsiveness to families and support to meet family needs.	minimal emphasis	some emphasis	clear priority
6. The school community is welcoming to families of students with special needs.	no special effort is made	some parent participation encouraged	parents are welcomed into school activities, e.g., PTA, roles are same as gen ed.
• 7. The school mission/philosophy statement emphasizes the continuing updating of services by actively seeking training and consultation on a regular basis.	minimal emphasis	some emphasis	clear priority

Comments:

B. Administrative Support

1.	Principal applies same standards and expectations to special education staff and programs as to general education.	not at all	less than 50% of time	50-70% of time	all the time
2.	Principal observes special education programs/staff.	not at all	if a problem arises	rarely	some frequency as gen ed.
3.	General and special education administrative staff work collaboratively to address school site level issues and planning.	not at all	less than 33% of time	some of the time 33-66%	most of time 67% or more
4.	Special education programs are a part of reform/restructuring efforts at the school site.	not at all	minimally	in some cases	fully involved
5.	Inservice programs are inclusive of special education staff.	not at all	few	some	all
6.	Parent participation programs are directed toward parents of special education as well as general education students.	none	few	some	all

Comments:

III. Staff Integration/Collaboration

A. Special and General Educators:

1. Meet at least once a month for collaborative, student level planning.	few educators	some	all
2. Collaborate to make material and environmental adaptations as needed for special education students in general education classrooms.	few	some	all
3. Plan together for alternative/substitute curriculum if appropriate to meet special education students' primary instructional needs.	few	some	all
4. Develop adaptations for individual students which facilitate independence and/or participation across school environments.	few	some	all
5. Collaborate to develop systematic transition plans for students moving up in grades or schools.	few	some	all
6. Work to provide safe, orderly and positive learning environments for all students.	few	some	all
7. Establish high expectations for all students.	few	some	all
8. Consistently model positive attitudes towards and appropriate interactions with all students.	few	some	all
9. Use age-appropriate terminology, tone of voice, praise/reinforcement with all students.	few	some	all
10. Employ age-appropriate materials in instruction.	few	some	all
11. Individualize activities for students, design and utilize systematic instructional strategies, and monitor progress systematically.	few	some	all

12.	**Encourage and support friendship development for all students, and develop systems to promote natural peer supports in general education classes.**	few	some	all

Comments:

B. The Special Educators

1.	Attend faculty meetings with regular education staff.	few educators	some	all
2.	Participate in regular supervisory duties (e.g., lunch/bus, yard duty).	few	some	all
3.	Participate in extracurricular responsibilities (e.g., chaperone dances, work with student clubs, serve on committees).	few	some	all
4.	Follow school protocol; keep principal or appropriate administration (e.g., Head teacher, Department Head) informed on an ongoing basis.	few	some	all
5.	Demonstate positive public relations skills with general education staff.	few	some	all
6.	Take lunch breaks and/or prep periods in same areas as general education staff at least once per week.	few	some	all

Comments:

C. General Education Classroom Teachers

1. Participate as IEP team members for integrated/mainstreamed/included students.	few	some	all
2. Utilize innovative instructional strategies, such as cooperative learning and activity-based instructional techniques.	few	some	all
3. Form instructional groups that allow students to demonstrate common interests and a range of skills.	few	some	all

Comments:

IV. Student Integration

A. Students' IEPS and Instructional Programs

1. Are designed to include instruction of functional activities in school and community settings.	few	some	all
2. Include behavior management strategies that are positive and utilize natural cues/corrections to the maximum extent possible.	few	some	all
3. Reflect interaction with nondisabled peers at students' chronological age/grade levels.	few	some	all
4. Demonstrate teamwork with related service personnel to provide integrated therapy services in school and community settings.	few	some	all
5. Incorporate interaction with general education students across curriculum areas.	33%	34-66%	67-100%

Comments:

B. General School Activities:

1. Students have access to all school environments for instruction and social/nonacademic activities.	few	some	all
2. Students participate in and are integrated for age and grade appropriate regular activities such as: (please list all)	few	some	all

Academic	Nonacademic	Extracurricular

3. Students participate in the same school-related activities as their age and grade peers (e.g., 8th grade dance, 6th grade camping trip, seniors' graduation).	few	some	all
4. Students are involved in regular interaction with their age-appropriate general education peers.	minimal interaction in classes, at breaks	occasional interaction throughout school day	established independent student directed relationships
5. Interactions and friendships are facilitated when necessary through circles, maps, networks, tutoring, etc.	for few students	for some students	for most students

Comments:

C. Ongoing Provision of Information
General education students have received information about people with disabilities via (circle all that apply):

1. Information about people with disabilities is part of the core curriculum.	one grade level	one-two grade levels	all grade levels
2. Informal discussion/Q & A sessions with special education teacher	few	some	all
Other (specify): ____________________ ____________________	few	some	all

Comments:

Please note:

The indicators contained in this survey have been validated through a review process involving a sample of 39 general and special educators–including parents, administrators, teachers, and university teacher trainers. Items retained in the survey received a score of 4 or 5 on a 5-point rating scale of their importance, by at least 85% of reveiwers.

• These asterisked Implementation Site Criteria items have been adapted from Meyer, L., Eichinger, J., & Park Lee, S. (1987). A validation of program quality indicators in educational settings. JASH, 12, (4), 251-263.

APPENDIX D

Summer institute materials and evaluation sample

SCHOOL SITE TEAM COLLABORATION FOR INCLUSIVE EDUCATION

July 31, 1995

DAY 1

DRAFT

Objectives

Participants will:

1. define essential practices for inclusive education
2. gain an understanding about the rationale for inclusive education.
3. gain an understanding of the family perspective on full inclusion.
4. assess the status of inclusion at the school site.
5. identify how inclusion fits with school restructuring.
6. prioritize areas for team planning.
7. begin to develop team action plans.

Agenda

8:00	Agenda overview
8:15	Charting activity
8:30	Introductions/group and individual needs
8:50	History of inclusive education
9:20	Family perspective on inclusive education
10:00	Break
10:15	Video: Plain Talk: Teacher to Teacher
11:00	Essential practices in inclusive education
12:00	Lunch
1:00	Instructional strategies in diverse classrooms Valerie Pitts-Conway
2:15	Developing a school vision
2:30	BREAK
2:45	Site needs assessment and action planning
4:00	Close

SCHOOL SITE TEAM COLLABORATION FOR INCLUSIVE EDUCATION

August 1, 1995
DAY 2
DRAFT

Objectives

Participants will:

1. describe a variety of curriculum adaptation strategies.
2. analyze general education class schedules and lesson plans to determine where IEP objectives can be addressed.
3. describe a process for developing curriculum, including parent interviews, curriculum matrices and functional assessments.
4. develop an assessment plan.
5. describe instructional support plans.
6. identify instructional programming strategies.
7. develop team action plans.

Agenda

8:00	Agenda/Questions from Day 1
8:15	Curriculum adaptation strategies
9:30	Meeting student's individual needs: Strategies for building instructional programs
10:00	Skill application: Developing matrices
10:15	BREAK
10:30	Debriefing matrices
10:45	Functional assessment
11:15	Developing assessment plans and instructional support plans
12:00	LUNCH
1:00	Presentation by staff from Whittier H.S. Adapting curriculum at the secondary level
3:30	Team planning time
4:00	Close

SCHOOL SITE TEAM COLLABORATION FOR INCLUSIVE EDUCATION

August 2, 1995

DAY 3

DRAFT

Objectives

Participants will:

1. identify how inclusive education fits within school restructuring
2. identify critical elements in school restructuring at the high school level
3. incorporate restructuring activities within team action plan
4. describe a variety of roles for peers in inclusion.
5. describe a variety of strategies for facilitating the development of support networks.
6. practice a Maps meeting

Agenda

8:00	Objectives/agenda
8:15	Whittier H.S. panel on school restructuring
10:00	BREAK
10:15	Team activity: Design restructured service delivery system
12:00	Lunch
1:00	Team reports from selected teams
1:30	Developing support networks
2:00	Peer support roles
2:15	BREAK
2:30	Support Networks
	Circles of Friends
	Students as curriculum developers: Pit Crews
	MAPS
4:00	Team planning

SCHOOL SITE TEAM COLLABORATION
FOR INCLUSIVE EDUCATION
August 3, 1995
DAY 4
DRAFT

Objectives

Participants will:
1. practice for negotiating curriculum focus.
2. identify role changes needed by general and special education team members to provide quality inclusive programs.
3. describe collaborative and transdisciplinary team planning for inclusion.
4. develop problem solving skills.
5. acquire strategies to support inclusion of students with behavioral challenges OR
6. acquire strategies on multiple intelligences and instructional grouping in relation to inclusion OR
7. acquire strategies on consultation/collaboration strategies and their application in inclusive settings
8. Finalize team action plans and culminating activities.

Agenda

8:00	Objectives/agenda
8:15	Core curriculum or community? Negotiating the focus
9:30	Team planning: non-productive and effective strategies
10:15	BREAK
10:30	Team meeting strategies and action planning.
12:00	Lunch

SCHOOL SITE TEAM COLLABORATION FOR INCLUSIVE EDUCATION

August 3, 1995

DAY 4

DRAFT

1:00 Topical workshops
- *Multiple intelligences and Instructional Groupings
- *Positive behavioral support
- *Consultation/collaboration: Lois Moulin

2:30 BREAK
2:45 Team meetings: Sharing topical information
3:15 Team planning meetings: Finalize plans for culminating activity

SCHOOL SITE TEAM COLLABORATION FOR INCLUSIVE EDUCATION

August 4, 1995
DAY 5
DRAFT

Objectives

Participants will:

1. be aware of how the attitudes of students and staff affect student successes.
2. become familiar with evaluation strategies for examining inclusion.
3. report on team action plans through a culminating activity.
4. evaluate the institute.

Agenda

8:30	Objectives/agenda
8:35	Video: Educating Peter
9:05	Discussion
9:30	Team brainstorm: 1) What is an effective program? 2) What outcomes do we want? 3) How can we obtain this information? Discussion: Evaluating inclusion
10:15	BREAK
10:30	Culminating activity: Team reports on action plans
11:50	Institute evaluations

PEERS II OUTREACH PROJECT
EVALUATION SUMMARY

1. General Operation of the Institute

a. Facilities	4.7
b. Meals	4.6
c. Food Service	4.6
d. Accommodations & other facilities	4.72
e. Hotel staff	4 54

Comments:

Have it here every year.
Superb!
Great facility & location.
Excellent accommodations, Coffee Latte in the morning. I felt very special.
Excellent!
Wonderful!
I suggest you use this facility again. Wonderful locale, ambiance, and few distractions are here.
Very relaxing atmosphere, nice facilities.
Great hotel and Napa Valley was excellent for dining & shopping.
Beautiful accommodations.
Great facility.
The classroom seemed at times to be not ideally set up for the types of presentations - i.e. round tables when the focus was the center- front.
Classroom was very difficult for use of visual aids.
Classroom was often too cold.
Would be nice to get a different arrangement for the actual presentation setting - it was difficult to see from the sides.
Great comfortable spot to meet.
Super!
Loved the lunches and the price.
Only complaint is coolness of hotel.
Excellent!
Meeting room was cold - only problem.
Excellent facility with great planning. Thanks to Barbara for tending to all the details
Very accommodating. Met our needs and concerns.
Excellent - Everything was perfect!
Rude at checkout - otherwise helpful!
What a great place! Weather is even better.
Facilities were wonderful, relaxing and just a great environment to work.
I have really enjoyed coming to this in-service! I have learned much more than I expected to.
Very accommodating staff.
Couldn't have been better. Just wonderful!

2. Instructional Program

a. to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	4.81
b. to what extent were the instructors able to communicate the subject content?	4.72
c. to what extent were the instructors willing to adjust to meet the learning needs of the participants?	4.63
d. to what extent were the materials provided of value to you?	4.59
e. to what extent were the activities used in the course of value to you?	4.46
f. to what extent was the instruction you received of value to you?	4.57
g. to what extent was the team planning time of value to you?	4.65
h. was there adequate opportunity for active learning during the course?	3.94
i. how would you rate the culminating activity experience?	4.44

Comments:

I would have preferred more team planning time - perhaps 1 hour each morning. I would rather have had comments from participants (like Bonnie did) than the "cutest" stuff!

Needed more team planning time - not after sessions. Culminating activities not clearly explained. Also too stress related - why do teachers always have to perform at workshops?

Some of the culminating activities didn't discuss action plan, just summarized course. I would have liked more time for discussion on collaboration since it is a skill all staff needs to know. And it's the only way to restructure.

The one day was just too much. Bonnie's slides were very effective and I felt that following with Laurie & Morgan was overkill and not really too informative. I like concluding things - but seems like a lot of energy went to creating presentations that didn't necessarily share a team's plans.

Exciting information - it will be valuable for our success.

Need more team planning time!

I felt the need for more team planning time & also the need for more active learning within the conference. Example: time for classroom teachers to meet and discuss concerns and ideas.

Please - more time for discussion between teams & like professionals.

More team planning.

Clever, creative and helpful.

Ann and Tom were super, as well as Bonnie - a little repetitious hearing the same info from different sites. Team time was crucial & excellent!

Needed more time than we ever get at school - Thanks!
Would have appreciated more time to share ideas - what worked - what didn't is often teams experience.
The team planning time needed to be moved to after the 10:15 or 2:15 break while we were still fresh and able to think.
Would have liked shorter days. Also really liked the table or circle talk groupings.
I was very pleased with the content and time for team planning. We all benefited greatly.
It was very helpful to learn a strategy and be able to have time to apply it in the team planning. We are leaving this week with a total plan for our school site and some future plan and actions for our district.
I needed more time.
Wonderful information. A few days were a bit long with regards to sitting.
Most of the activities were great. Speakers kept things going and stayed on task.
Monitoring and adjusting should have occurred from day 1.

3. Self Evaluation

a. to what extent has the instruction increased your knowledge of inclusive education? 4.5
b. to what extent do you feel this knowledge will be useful to you in implementing inclusive education at your school? 4.59
c. to what extent do you feel capable of using this knowledge to implement effective inclusive education? 4.23

Comments:

Need more intensive work on MAPS, Circle of Friends.
Just continued input adding to altitudinal change and believing and looking at ways to continue solving the challenges that arise.
As for my part that I will play in inclusion this information is very important.
Implementation is an unknown but I feel much better about my abilities.
With support help who has more knowledge.
A session of "survival" for first year (inclusion) teachers mixed with experienced teachers seems helpful!
I was familiar with much of content, but/and the increase in knowledge was more of a deepening and focusing. Also very important.
I can use all of the information - just need to adapt to the particular students in my room.
I'll be calling for help!
A lot of fears have been lessened.
I had very little information on inclusion prior to the conference. As a parent, this conference was an outstanding experience.
Our team has already used this information. It was very easily adapted to our needs. It has given us the confidence to go back and do many of the things we believed we could do. Our belief and ideas were validated.
I feel like my past ideas and methods have been validated and that the new information will make the biggest difference of all!
I found this very helpful and am sure I can use effectively in my classroom.
I just need to experience full inclusion.
#C I'm very hopeful. On #4 to #5, as a novice, I am unsure.
Almost too much information to synthesize, but the "bag of tricks" is there and I feel so much more prepared.

4. General Evaluation

a. everything considered, I would rate the worth of this Institute to me as:	4.58
b. everything considered, I would rate the presenters:	4.58

Comments:

Terrific! All of you!
Great job!
This conference needs to be more of a (workshop) - I felt that we spent too much time in lecture and needed more time in small groups working and discussing issues.
An informative and stimulating week!
They were all so different. Again, the more audience involvement and alternative methods of communication instruction - the best!
It would have been much more valuable if I had a site team.
I would either shorten the number of days 2.5 - 3 intense days, or the 5 days going from 8:30/9:00 - 3:00/3:30, "time in seat does not equate to "learning".
Well organized - carefully structured to help us move toward real goal.
Thank you for all the organization, hard work and sharing of expertise - the videos & slides were great too! This week was of great value!
I loved the practicality of the presentations. A few theory based talks were not so useful - I'm ready for the action now.
Great learning experience.
Sometimes expectations, directions were unclear.
This was a wonderful, wonderful experience. I hope I can come back next year!

5. Additional Information

a. What were the strengths of the course?

Up to date knowledge. Real examples.
Broad range of areas touched plus the variety of speakers.
Fabulous speakers/presenters - monitoring & adjusting to meet our requests.
Great presenters - terrific amount of information.
Great environment - time for bonding with staff as "a people". No pressure to go back to class.
Lots of good information & opportunities to learn - varied format, useful videos, small groups, etc. to keep it interesting.
The information was great - very useful.
Adherence to schedule - binder with materials - geographical setting - videotapes.
Lots of good information.
Additional speakers were excellent (Valerie Pitts-Conway & Jodi Servatius)
Speakers, parents, slides.
The information and knowledge received.
Movies, parent talks, team planning time.
Bonnie Minton - involving students in collaboration.
Knowledge of presenters, receptivity of students, flexibility to "mid-term" suggestions.
Participant movies, slides.
All presentations were helpful and well-done.
Team focus. Lots of good activities. Binder is a great resource.
The information on team building/collaboration.
Parents - films (videos) group discussions. Our team has a "jump" on the school year.
Hands on balanced with support information.
Slide shows (although too lengthy) and presenters.
Up to date, meaningful information.
Group team activities, speakers, tapes and slides.
Contests, handouts, binder, site presentations.
Great materials, good presenters.
The simple truth of full inclusion and how it can work, and ways to implement and use it!
Videos - sequence of information very effective.
Team/group work.
Binder, information shared, films, "Educating Peter", "Regular Lives"
The interaction.
Parents, Circle of Friends, Mapping.
Tom Neary - facilitation and presentations.
Videos, notebooks, practical application of ideas, explanation of MAPS. Circle of Friends, team building.

All the materials that can be easily adapted to our needs. Also - the information on how to structure and start the team.
Organized - good use of multi-media - great, great presenters.
Great information; can do attitudes of everyone involved. The forms will be treat. I like the idea of not re-inventing the wheel.
Allowing teams the time to get together and plan and just talk.
Variety of information and structure.
The information was great and I needed it.
The presenters and their enthusiasm *for the program and for those who attended.*
Knowledge & expertise of presenters, hand-outs, recommendations of other resource materials.
People speaking from experience, particularly teachers/parents - excellent guest presenters; Jodi, Valerie.
Pulling together good speakers and good visual presentations.
The presenters, resources, and discussions.

b. What changes would you recommend for the course?

Fewer segments - perhaps leading to more in-depth examples.
Add a little more on how to handle difficult behaviors - role play - develop game plan, etc.
No culminating activity. Perhaps some readings in advance.
No culminating activity.
I would have liked to hear more about specifics in action plans.
None other than too many slides & too much sitting through one day. Small things but if you're going to do the "ticket things" do it consistently. I'm not into delayed gratification.
Maybe more time for team planning.
Including more information on positive behavior change.
More modeling - active learning.
Time for & facilitation of networking among groups, as well as increased team building and planning time.
Direction for activities clearer.
More hands-on activities. Too much sitting. More team planning and visiting with others.
Time for classroom teachers to talk and discuss issues.
More team discussion of information - end earlier for team bonding.
More planning time for mission/action plan.
Early dismissal one day - 12:00 with box lunch.
Provide more time for individual team time throughout the day to process each aspect of the institute.
Crossteaming early on - identification of what goals/expectations each team brought. Tuesday was too long.
More team work time, opportunities to practice consensus decision making and interest based problem solving.
A little more action built in.
Activities on Mon. & Tues afternoon schedule.
Two days shorter.
More cross-team projects (to learn from each other).

Just keep it meat & potatoes - if you have tapes use it later in the day when the mind begins to give out.
More active involvement - early in course.
More built in team planning. Wed. & Thurs. were great.
More team interation.
Shorten the day.
More circle talks.
No changes needed.
More moving! It is very hard to sit and not interact for a stretch of time.
More team action.
Shorten days Monday & Tuesday.
Too crowded and at times too long.
Please display some adapted materials i.e. more things like the picture sharing book. I would like to see more materials we could use for full inclusion.
Assign reading - unassigned makes me feel it's FYI instead of necessary.
I feel the afternoon sessions were too long - it should have been shortened somewhat.
At one point articulation was needed - after Bonnie's inspiring presentation with lots of slides, Berkeley's with lots more was repetitive of some points & went on too long.
Start day 1 with each team introducing themselves, to inform everyone else the status of inclusion in all the other districts - check to see what each of your presenters are doing - Berkeley's slide show was repetitive after Bonnie's.
Perhaps role play on "convincing" parents/administrators/teachers about inclusion. Not taking break at 10:15 - 10:30 but letting people know they can leave if they need to break.

c. How does coming to a Summer Institute such as this compare with receiving the same information in your home district in a week-long session?

Schools are all at different places.

1. I would prefer institute in home district. 2

Davis could probably do a week long at home, although it's very nice to be pampered in a nice place - more opportunities for bonding, fun and team building.
It would be less costly for district or participants, but less teaming (team building) would occur if people go home.

2. About the same 4

3. I prefer this option. 40
   Forming new friends. Designating entire day to subject matter with less interferences or interruptions.
   However, some days were too long - seemed too much information being crammed with too short a time.
   Although it is difficult to get teachers to attend in the summer for a whole week.
   Help to focus on one subject.
   Break from my 4 year old, thanks!
   I don't like to be out of the classroom.
   Wonderful to be with the team for 5 days.
   Can concentrate more on the issue.
   Fun to get away - concentration and focus was on inclusion.

d. How does coming to this institute compare with receiving the information in your home district in a shorter series of trainings?

1. I would prefer a shorter series of trainings. 6
   However, this might cover more district folks.
2. About the same. 3
   Not sure - I was tired after 5 days, but very beneficial.
3. I prefer this option. 37
   More intense information than sandwiched between other activities.
   I'm usually tired after school and don't enjoy sitting in meetings.

e. What follow-up assistance would be helpful to you?

1. None.
2. Phone calls to instructors for questions etc.

3. Future advanced institute for previous participants. 23
   (2 & 3 combined)
   Or at least a specific time to meet with the team & Tom or Ann - like a Sat. a.m.
   In-service to all staff at school.
4. Other.
   I really liked the MAPS strategies - help with inservice on school sites - interest conflict resolution.
   In-service for our staff - On-going.
   I feel that shorter series would allow more time for assimilation and peer discussions. It may also allow expansion of some of the ideas.
   "3" would be great; some help at problem solving as things occur throughout the year.
   Direct assistance would be helpful.
   Consultation available.
   In-service for other team members in Tulare County.
   Review.
   Mid-year followup - 1 day institute.

CALIFORNIA EDUCATION INNOVATION INSTITUTE

COURSE EVALUATION

Date: July 31- Aug. 4

Name of the Course SST Collaboration for Inclusive Ed Peers Training Instructor Tom Neary Ann Halvorsen

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	4	[✓ 5]
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]
... to what extent were the materials provided of value to you?	1	2	[✓ 3]	4	5
... to what extent were the activities in the course of value to you?	1	2	3	[✓ 4]	5
... to what extent was the instruction you received of value to you?	1	2	3	4	[✓ 5]
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	4	[✓ 5]
... to what extent do you feel this knowledge will be useful to you?	1	2	3	[✓ 4]	5
... to what extent do you feel capable of using this knowledge?	1	2	3	[✓ 4]	5

COMMENTS: would like more breakout sessions, some of the content (i.e. - high school) didn't appl + other was info I already had (i.e. - multiple intel

Please rate

... quality of service provided by the CEII staff over the telephone	1	2	3	4	5
... quality of service provided by the CEII staff at course sites	1	2	3	4	[✓ 5]
... hotel	1	2	[✓ 3]	4	5
... hotel staff	1	2	3	[✓ 4]	5
... mtg rooms	1	2	[✓ 3]	4	5
... food service	1	2	3	4	[✓ 5]

COMMENTS:

I first received information about this course from : please check one

Course Catalog
Special Edge
Flyer
Special Net
Friend(s)
Professional magazine/newsletter

Other District Personnel

over

CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Date:

Name of the Course Instructor

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	[✓ 4]	5
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	[✓ 4]	5
... to what extent were the materials provided of value to you?	1	2	3	[✓ 4]	5
... to what extent were the activities in the course of value to you?	1	2	3	[✓ 4]	5
... to what extent was the instruction you received of value to you?	1	2	3	[✓ 4]	5
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	[✓ 4]	5
... to what extent do you feel this knowledge will be useful to you?	1	2	3	[✓ 4]	5
... to what extent do you feel capable of using this knowledge?	1	2	3	[✓ 4]	5

COMMENTS: ____________________

Please rate

... quality of service provided by the CEII staff over the telephone	1	2	3	4	5
... quality of service provided by the CEII staff at course sites	1	2	3	4	[✓ 5]

... hotel	1	2	3	[✓ 4]	5	... mtg rooms	1	2	3	[✓ 4]	5
... hotel staff	1	2	3	[✓ 4]	5	... food service	1	2	3	4	[✓ 5]

COMMENTS: ____________________

I first received information about this course from : please check one

Course Catalog [✓ Flyer] Friend(s)

Special Edge Special Net Professional magazine/newsletter

Other ____________________ over

CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Date:

Name of the Course Instructor

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	[✓ 4]	5
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]
... to what extent were the materials provided of value to you?	1	2	3	4	[✓ 5]
... to what extent were the activities in the course of value to you?	1	2	3	[✓ 4]	5
... to what extent was the instruction you received of value to you?	1	2	3	[✓ 4]	5
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	[✓ 4]	5
... to what extent do you feel this knowledge will be useful to you?	1	2	3	[✓ 4]	5
... to what extent do you feel capable of using this knowledge?	1	2	3	[✓ 4]	5

COMMENTS: I learned alot, and won't know to what extent I can apply what I have learned until I get the opportu to apply it this coming school year.

Please rate

... quality of service provided by the CEII staff over the telephone	1	2	3	4	[✓ 5]
... quality of service provided by the CEII staff at course sites	1	2	3	4	[✓ 5]
... hotel	1	2	3	4	[✓ 5]
... mtg rooms	1	2	3	4	[✓ 5]
... hotel staff	1	2	3	4	[✓ 5]
... food service	1	2	3	4	[✓ 5]

COMMENTS: Well organized and presented

I first received information about this course from : please check one

Course Catalog
Special Edge
Flyer
Special Net
Friend(s)
Professional magazine/newsletter

Other My wife (Special Ed Teacher) over

CALIFORNIA EDUCATION INNOVATION INSTITUTE

COURSE EVALUATION

Date:

Name of the Course Instructor

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	[✓ 4]	5
... to what extent were the instructors able to communicate the subject content?	1	2	3	[✓ 4]	5
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]
... to what extent were the materials provided of value to you?	1	2	3	[✓ 4]	5
... to what extent were the activities in the course of value to you?	1	2	3	[✓ 4]	5
... to what extent was the instruction you received of value to you?	1	2	3	[✓ 4]	5
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	4	[✓ 5]
... to what extent do you feel this knowledge will be useful to you?	1	2	3	[✓ 4]	5
... to what extent do you feel capable of using this knowledge?	1	2	3	[✓ 4]	5

COMMENTS:

Please rate

... quality of service provided by the CEII staff over the telephone	1	2	3	[✓ 4]	5
... quality of service provided by the CEII staff at course sites	1	2	3	[✓ 4]	5

... hotel	1	2	3	4	5	... mtg rooms	1	2	3	4	5
... hotel staff	1	2	3	4	5	... food service	1	2	[✓ 3]	4	5

COMMENTS: didn't stay at the hotel

I first received information about this course from : please check one

Course Catalog Flyer [✓ Friend(s)]
Special Edge Special Net Professional magazine/newsletter

Other Friend who showed me the catalog over

CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Ann Halvorsen
Tom Neary

Date: 7-31 To 8-4
Name of the Course School Site Team Collaborations Instructor For Inclusive Educ.

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	4	[✓ 5]
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	[✓ 3]	4	5
... to what extent were the materials provided of value to you?	1	2	3	4	[✓ 5]
... to what extent were the activities in the course of value to you?	1	2	3	[✓ 4]	5
... to what extent was the instruction you received of value to you?	1	2	3	4	[✓ 5]
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	4	[✓ 5]
... to what extent do you feel this knowledge will be useful to you?	1	2	3	4	[✓ 5]
... to what extent do you feel capable of using this knowledge?	1	2	3	[✓ 4]	5

COMMENTS: Some activities much more relevant than others

Please rate

... quality of service provided by the CEII staff over the telephone							1	2	3	4	5 Does' app.
... quality of service provided by the CEII staff at course sites							1	2	3	4	[✓ 5]
... hotel	1	[✓ 2]	3	4	5	... mtg rooms	1	[✓ 2]	3	4	5
... hotel staff	1	2	3	4	[✓ 5]	... food service	1	2	3	4	5 Does' appl.

COMMENTS: ______________________

I first received information about this course from : please check one

Course Catalog ✓ Flyer Friend(s)
Special Edge Special Net Professional magazine/newsletter

Other through Spec. Ed. Dept. over

CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Date: 7/31 - 8/4

Name of the Course School Site Team Collaboration for Inclusive Ed. Instructor Halvorsen & Neary.

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	[✓ 4]	5
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	[✓ 4]	5
... to what extent were the materials provided of value to you?	1	2	3	4	[✓ 5]
... to what extent were the activities in the course of value to you?	1	2	[✓ 3]	4	5
... to what extent was the instruction you received of value to you?	1	2	3	[✓ 4] more so than last time	5
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	[✓ 4]	5
... to what extent do you feel this knowledge will be useful to you?	1	2	3	[✓ 4]	5
... to what extent do you feel capable of using this knowledge?	1	2	3	[✓ 4]	5

COMMENTS: my team members wish more behavior issues & adaptation would have been introduced for LH students

Please rate

... quality of service provided by the CEII staff over the telephone	1	2	3	4	5
... quality of service provided by the CEII staff at course sites	1	2	3	[✓ 4]	5

... hotel 1 2 [✓ 3] 4 5 ... mtg rooms 1 2 3 [✓ 4] 5

... hotel staff 1 2 [✓ 3] 4 5 ... food service 1 2 [✓ 3] 4 5

COMMENTS: fresh fruit or juice would have been wonderful for breakfast

I first received information about this course from : please check one

Course Catalog
Special Edge
Flyer
Special Net
Friend(s)
Professional magazine/newsletter

Other Tom Neary

over

CALIFORNIA EDUCATION INNOVATION INSTITUTE

COURSE EVALUATION

Date:

Name of the Course Instructor NEARY Halverson

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	[✓ 4]	5
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	[✓ 4]	5
... to what extent were the materials provided of value to you?	1	2	3	4	[✓ 5]
... to what extent were the activities in the course of value to you?	1	2	3	[✓ 4]	5
... to what extent was the instruction you received of value to you?	1	2	3	[✓ 4]	5
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	[✓ 4]	5
... to what extent do you feel this knowledge will be useful to you?	1	2	3	[✓ 4]	5
... to what extent do you feel capable of using this knowledge?	1	2	3	[✓ 4]	5

COMMENTS: A good conference, it's just hard for me to sit that long. I need a Conference on LH as well as SH.

Please rate

... quality of service provided by the CEII staff over the telephone	1	2	3	4	[✓ 5]
... quality of service provided by the CEII staff at course sites	1	2	3	4	[✓ 5]
... hotel	1	2	3	[✓ 4]	5
... mtg rooms	1	2	3	4	[✓ 5]
... hotel staff	1	2	3	[✓ 4]	5
... food service	1	2	3	4	[✓ 5]

COMMENTS:

I first received information about this course from : please check one

Course Catalog Flyer [✓ Friend(s)]
Special Edge Special Net Professional magazine/newsletter

Other over

CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Date: 8/4/95

Name of the Course: School Site Team Collaboration for Inclusive Ed.

Instructor: Halvorsen / Neary

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	4	[✓ 5]
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]
... to what extent were the materials provided of value to you?	1	2	3	4	[✓ 5]
... to what extent were the activities in the course of value to you?	1	2	3	4	[✓ 5]
... to what extent was the instruction you received of value to you?	1	2	3	4	[✓ 5]
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	4	[✓ 5]
... to what extent do you feel this knowledge will be useful to you?	1	2	3	4	[✓ 5]
... to what extent do you feel capable of using this knowledge?	1	2	3	4	[✓ 5]

COMMENTS:

Please rate

... quality of service provided by the CEII staff over the telephone							1	2	3	4	[✓ 5]
... quality of service provided by the CEII staff at course sites							1	2	3	4	[✓ 5]
... hotel	1	2	3	4	5	... mtg rooms	1	2	3	4	[✓ 5]
... hotel staff	1	2	3	4	5	... food service	1	2	3	4	[✓ 5]

COMMENTS:

I first received information about this course from : please check one

[✓ Course Catalog]
Special Edge
Flyer
Special Net
Friend(s)
Professional magazine/newsletter

Other

over

BEST COPY AVAILABLE

CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Date: 8/4/95

Name of the Course School Site Team Collab. - Inclusive Ed Instructor Jim Neary/ Ann Halvorsen

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	[✓ 4]	5
... to what extent were the instructors able to communicate the subject content?	1	2	3	[✓ 4]	5
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	[✓ 3]	4	5
... to what extent were the materials provided of value to you?	1	2	3	[✓ 4]	5
... to what extent were the activities in the course of value to you?	1	2	[✓ 3]	4	5
... to what extent was the instruction you received of value to you?	1	2	3	[✓ 4]	5
... to what extent has the instruction increased your knowledge of the content area?	1	2	[✓ 3]	4	5
... to what extent do you feel this knowledge will be useful to you?	1	2	3	[✓ 4]	5
... to what extent do you feel capable of using this knowledge?	1	2	3	[✓ 4]	5

COMMENTS: I think the 5days could be condensed into about 3. Our team thought it would have been more beneficial to have time during the day to plan for our year ahead.

Please rate

... quality of service provided by the CEII staff over the telephone	1	2	[✓ 3]	4	5
... quality of service provided by the CEII staff at course sites	1	2	3	[✓ 4]	5
... hotel	1	2	[✓ 3]	4	5
... hotel staff	1	2	[✓ 3]	4	5
... mtg rooms	1	2	[✓ 3]	4	5
... food service	1	2	[✓ 3]	[✓ 4]	5

COMMENTS: Lunches were good. We had same thing everday! It would have been nice to have some variety - ~~[illegible]~~ like fruit

I first received information about this course from : please check one

Course Catalog
Special Edge
Flyer
Special Net
Friend(s)
Professional magazine/newsletter

Other Tom Neary

over

CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Date:

Name of the Course

Instructor HALVERSON

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]	
... to what extent were the instructors able to communicate the subject content?	1	2	3	4	[✓ 5]	
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]	
... to what extent were the materials provided of value to you?	1	2	3	4	[✓ 5]	
... to what extent were the activities in the course of value to you?	1	2	3	4	[✓ 5]	
... to what extent was the instruction you received of value to you?	1	2	3	[✓ 4]	5	
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	4	5	6
... to what extent do you feel this knowledge will be useful to you?	1	2	3	[✓ 4]	5	
... to what extent do you feel capable of using this knowledge?	1	2	3	4	[✓ 5]	

COMMENTS:

Please rate

... quality of service provided by the CEII staff over the telephone							1	2	3	4	[✓ 5]
... quality of service provided by the CEII staff at course sites							1	2	3	4	[✓ 5]
... hotel	1	2	3	4	5	... mtg rooms	1	2	3	[✓ 4]	5
... hotel staff	1	2	3	4	5	... food service	1	2	3	4	[✓ 5]

COMMENTS:

I first received information about this course from : please check one

Course Catalog	Flyer	Friend(s)
Special Edge	Special Net	Professional magazine/newsletter

Other Other Teachers at my site

over

CALIFORNIA EDUCATION INNOVATION INSTITUTE

COURSE EVALUATION

ate:

ame of the Course Full Inclusion Instructor Neary / Havorsen

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	[✓ 4]	5
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	[✓ 4]	5
... to what extent were the materials provided of value to you?	1	2	3	[✓ 4]	5
... to what extent were the activities in the course of value to you?	1	2	~~3~~	[✓ 4]	5
... to what extent was the instruction you received of value to you?	1	2	3	[✓ 4]	[✓ 5]
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	4	[✓ 5]
... to what extent do you feel this knowledge will be useful to you?	1	2	3	[✓ 4]	5
... to what extent do you feel capable of using this knowledge?	1	2	3	[✓ 4]	5

COMMENTS: More planning time for teams during the course of the day would have made it meaningful to the teams. Five days in one room was a lot. Possibly condensing to grade levels) would have been more specific.

Please rate

N/A ... quality of service provided by the CEII staff over the telephone	1	2	3	4	5
... quality of service provided by the CEII staff at course sites	1	2	3	[✓ 4]	5

... hotel	1	2	3	4	[✓ 5]	... mtg rooms	1	2	3	4	[✓ 5]
... hotel staff	1	2	3	[✓ 4]	5	... food service	1	2	3	[✓ 4]	~~5~~

COMMENTS:

first received information about this course from : please check one

Course Catalog	Flyer	Friend(s)
Special Edge	Special Net	Professional magazine/newsletter

Other Special Ed Teachers

over

CALIFORNIA EDUCATION INNOVATION INSTITUTE

COURSE EVALUATION

Date: July 31 - Aug 4

Name of the Course Calif Outreach Project Instructor Tom Keany / Ann Halvorsen

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	[✓ 4]	5
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]
... to what extent were the materials provided of value to you?	1	2	3	[✓ 4]	5
... to what extent were the activities in the course of value to you?	1	2	3	4	[✓ 5]
... to what extent was the instruction you received of value to you?	1	2	3	4	[✓ 5]
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	[✓ 4]	5
... to what extent do you feel this knowledge will be useful to you?	1	2	3	4	[✓ 5]
... to what extent do you feel capable of using this knowledge?	1	2	3	4	[✓ 5]

COMMENTS: If possible to shorten days.

Please rate

... quality of service provided by the CEII staff over the telephone	1	2	3	[✓ 4]	5
... quality of service provided by the CEII staff at course sites	1	2	3	[✓ 4]	5

... hotel	1	2	3	4	5	... mtg rooms	1	[✓ 2]	3	4	5
... hotel staff	1	2	3	4	5	... food service	1	2	3	4	5

COMMENTS:

I first received information about this course from : please check one

Course Catalog ☐ Flyer Friend(s)

Special Edge Special Net Professional magazine/newsletter

Other Teacher - Reg Ed. over

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CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Date: 7/31 - 8/4

Name of the Course

Instructor Halvorsen/Neary

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	4	[✓ 5]
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]
... to what extent were the materials provided of value to you?	1	2	3	4	[✓ 5]
... to what extent were the activities in the course of value to you?	1	2	[✓ 3]	4	5
... to what extent was the instruction you received of value to you?	1	2	3	4	[✓ 5]
... to what extent has the instruction increased your knowledge of the content area?	1	2	[✓ 3]	4	5
... to what extent do you feel this knowledge will be useful to you?	1	2	3	4	[✓ 5]
... to what extent do you feel capable of using this knowledge?	1	2	3	4	[✓ 5]

COMMENTS: ______________________________

Please rate

... quality of service provided by the CEII staff over the telephone	1	2	3	4	[✓ 5]
... quality of service provided by the CEII staff at course sites	1	2	3	4	[✓ 5]
... hotel	1	2	3	4	[✓ 5]
... hotel staff	1	2	3	4	[✓ 5]
... mtg rooms	1	2	3	[✓ 4]	5
... food service	1	2	[✓ 3]	4	5

COMMENTS: ______________________________

I first received information about this course from : please check one

Course Catalog	Flyer	[✓ Friend(s)]
Special Edge	Special Net	Professional magazine/newsletter

Other ______________________________ over

CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Date: 8/9/95

Name of the Course School Site Collaboration Instructor Halvorsen/Deery

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	4	[✓ 5]
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]
... to what extent were the materials provided of value to you?	1	2	3	4	[✓ 5]
... to what extent were the activities in the course of value to you?	1	2	3	4	[✓ 5]
... to what extent was the instruction you received of value to you?	1	2	3	4	[✓ 5]
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	4	[✓ 5]
... to what extent do you feel this knowledge will be useful to you?	1	2	3	4	[✓ 5]
... to what extent do you feel capable of using this knowledge?	1	2	3	4	[✓ 5]

COMMENTS: wonderful ~~work~~ workshop - Keep doing it. perhaps a follow-up - shifted more locations

Please rate

... quality of service provided by the CEII staff over the telephone							1	2	3	[✓ 4]	5
... quality of service provided by the CEII staff at course sites							1	2	3	4	[✓ 5]
... hotel	1	2	3	4	5	... mtg rooms	1	2	[✓ 3]	4	5
... hotel staff	1	2	3	4	5	... food service	1	2	[✓ 3]	4	5

COMMENTS:

I first received information about this course from : please check one

Course Catalog	[✓ Flyer]	Friend(s)
Special Edge	Special Net	Professional magazine/newsletter

Other over

CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Date: 8/4/95

Name of the Course School Site Team Collaboration for Inclusion Instructor Halvorsen/Neary

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	4	[✓ 5]
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]
... to what extent were the materials provided of value to you?	1	2	3	[✓ 4]	5
... to what extent were the activities in the course of value to you?	1	2	3	[✓ 4]	5
... to what extent was the instruction you received of value to you?	1	2	3	4	[✓ 5]
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	[✓ 4]	5
... to what extent do you feel this knowledge will be useful to you?	1	2	3	4	[✓ 5]
... to what extent do you feel capable of using this knowledge?	1	2	3	4	[✓ 5]

COMMENTS: ______

Please rate

... quality of service provided by the CEII staff over the telephone	1	2	3	4	5
... quality of service provided by the CEII staff at course sites	1	2	3	[✓ 4]	5

... hotel	1	2	3	4	5	... mtg rooms	1	[✓ 2]	3	4	5
... hotel staff	1	2	3	4	5	... food service	1	[✓ 2]	3	4	5

COMMENTS: bagels stale; one day water was stale, we aske for more but it never came; sometimes rooms were too hot; afternoon coffee/ snack would have been helpful

I first received information about this course from : please check one

Course Catalog [✓ Flyer] [✓ Friend(s)]
Special Edge Special Net Professional magazine/newsletter

Other ______ over

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CALIFORNIA EDUCATION INNOVATION INSTITUTE
COURSE EVALUATION

Date:

Name of the Course Peers Instructor Ann H. / Tom

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	4	[✓ 5]
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]
... to what extent were the materials provided of value to you?	1	2	3	4	[✓ 5]
... to what extent were the activities in the course of value to you?	1	2	3	4	[✓ 5]
... to what extent was the instruction you received of value to you?	1	2	3	4	[✓ 5]
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	4	[✓ 5]
... to what extent do you feel this knowledge will be useful to you?	1	2	3	4	[✓ 5]
... to what extent do you feel capable of using this knowledge?	1	2	3	4	[✓ 5]

COMMENTS: I am enthused about the school yea
ahead and for the chance to work with Emma

Please rate

NA ... quality of service provided by the CEII staff over the telephone							1	2	3	4	5
... quality of service provided by the CEII staff at course sites							1	2	3	4	[✓ 5]
NA ... hotel	1	2	3	4	5	... mtg rooms	1	2	3	4	5
... hotel staff	1	2	3	4	5	... food service	1	2 ↔	3	4	5

COMMENTS: fresh water, good food would have
been a perk

I first received information about this course from : please check one

Course Catalog ☐ Flyer ☐ Friend(s)
Special Edge ☐ Special Net Professional magazine/newsletter

Other Parent of child I will have in my classroom over

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CALIFORNIA EDUCATION INNOVATION INSTITUTE

COURSE EVALUATION

Date:

Name of the Course NAPA Instructor NEARY / HALVE

Rating 1 - very low, 2 - below average, 3 - average, 4 - above average, 5 - very high.

... to what extent did your instructor(s) appear to be knowledgeable about the subject matter?	1	2	3	4	[✓ 5]
... to what extent were the instructors able to communicate the subject content?	1	2	3	4	[✓ 5]
... to what extent were the instructor(s) willing to adjust to meet the learning needs of the participants?	1	2	3	4	[✓ 5]
... to what extent were the materials provided of value to you?	1	2	~~3~~	[✓ 4]	5
... to what extent were the activities in the course of value to you?	1	2	3	[✓ 4]	5
... to what extent was the instruction you received of value to you?	1	2	3	[✓ 4]	5
... to what extent has the instruction increased your knowledge of the content area?	1	2	3	[✓ 4]	5
... to what extent do you feel this knowledge will be useful to you?	1	2	3	[✓ 4]	5
... to what extent do you feel capable of using this knowledge?	1	2	3	4	[✓ 5]

COMMENTS: I thought this was an excellent workshop.

Please rate

... quality of service provided by the CEII staff over the telephone	N/A	1	2	3	4	5
... quality of service provided by the CEII staff at course sites	N/A	1	2	3	4	5

... hotel	1	2	3	4	[✓ 5]	... mtg rooms	1	2	3	4	5
... hotel staff	1	2	3	4	[✓ 5]	... food service	1	2	3	4	5

COMMENTS:

I first received information about this course from : please check one

X Administrator

Course Catalog	Flyer	Friend(s)
Special Edge	Special Net	Professional magazine/newsletter

Other ______________________ over

APPENDIX E

Project application process

PEERS II

California Outreach Project for Inclusion

PROJECT DIRECTOR
Leo Sandoval, Director
Special Education
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3567

REGIONAL OFFICES
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Hayward, CA 94542
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(415) 338-7849(message)

Tom Neary
650 Howe Ave. Suite 300
Sacramento, CA 95825
(916) 641-0465 X277
(916) 641-5871 FAX

Steve Johnson, Administrator
Statewide Programs Unit
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3256

May 2, 1994

Dear Colleague:

Recently, PEERS OUTREACH announced its second application for services in selected Northern California districts. **This is a re-announcement of that application for the North Central Region**, as defined later in the letter, because few applications were received from that area.

Therefore, the PEERS OUTREACH Project for inclusive education and restructuring announces the application for its second and final period of technical assistance services to those districts interested in developing or **enhancing/expanding inclusive education** for their students with severe disabilities. Services will be provided to two districts in the North Central Area and will commence upon selection, following the review of all applications. Services will continue through August, 1995. PEERS OUTREACH is a three-year (1992-95), federally funded grant from the U.S. Department of Education to the California Department of Education and CSU Hayward. The project has worked to date with the districts of Napa Valley, Davis, Pierce and San Lorenzo Valley U.S.D., and has also selected two additional districts in the Bay Area for the final period.

Invitational priorities are made in this announcement. **Priority consideration will be given to urban districts, and priority will be given as well to districts which are including or plan to include secondary-age students with severe disabilities in middle and high schools before the end of the service period.** The project's guidelines or standards for inclusive education are contained within Attachment A to this letter. It is expected that districts will not have all of these in place at the time of application, but are committed to working toward these parameters. The application is also attached. It is due on **May 24, 1994.**

PEERS OUTREACH provides technical assistance in a variety of ways, tailored to individual district's plans and needs. Services may include: 1) assistance with formation and facilitation of district level planning groups, building teams and instructional student-centered planning teams, 2) provision of inservice training to targeted groups and schools, 3) provision of in-class technical assistance to teachers and staff, 4) assistance with development of local handbooks on inclusion, policy and procedures, 5) provision of information, materials and/or training regarding effective service delivery approaches, curriculum development and adaptation, peer support models, innovative instructional strategies, and use of project identified consultants or other districts' personnel to address specific school and district needs, 6) provision of summer institutes for school site teams at reduced or zero tuition for selected districts, 7) development with the district of a school to function as a technical assistance center (TECH Center) for other schools in the district, and for outreach outside the district, with this outreach to other districts funded by the project and/or receiving districts.

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Expectations of the project for the selected districts include: 1) formation and support of a **district level planning group** for inclusive education, 2) development and support of **school level building teams** and **student-centered instructional** planning teams, 3) commitment to developing inclusive education as a visible option for all students receiving special education services, regardless of disability type or severity, with a priority given to developing the option for students with **severe disabilities**, 4) commitment to working toward coordination of inclusive efforts with district/school restructuring efforts, 5) provisions of released time as determined necessary in the planning process for staff development and meetings, 6) development of local policies, procedures, handbooks on inclusive education to support the longevity of the plan, 7) inclusion of parents/guardians as equal status members in all aspects of the process, 8) facilitation of data collection by the project when needed for research/evaluation, 9) commitment to development and utilization of collaborative, proactive problem-solving processes with all key stakeholders, including Boards of Education and teachers associations, and among general and special educators and parents, 10) development of a "TECH Center" school for training and assistance internally and externally, and 11) an overall commitment to development of effective inclusive education, with appropriate levels of support for all students involved.

Districts in the following North Central counties (which are accessible to project offices) are encouraged to apply:

> **Amador, Calaveras, Colusa, El Dorado, Merced, Nevada, Placer, Sacramento, San Joaquin, Stanislaus, Sutter, Tuolumne, Yolo and Yuba. The project regrets that its limited resources preclude work with North Central districts outside of these counties.**

Please call Tom Neary (916-641-0465 x277), North Central Project Coordinator, if you have any questions.

Sincerely,

Ann T. Halvorsen

Ann T. Halvorsen
CSU Hayward
PEERS OUTREACH

Tom Neary

Tom Neary
PEERS OUTREACH
Sacramento Office

PEERS II OUTREACH PROJECT

TECHNICAL ASSISTANCE FOR INCLUSIVE EDUCATION OF STUDENTS WITH SEVERE DISABILITIES

APPLICATION FOR SERVICES
SUMMER, 1994 - AUGUST, 1995

DUE: May 24, 1994

APPLICANT:______________________________DISTRICT

District address: ______________________________

____

NAME(S) & ROLE(S) OF PERSON(S) PREPARING APPLICATION:

____

____

CONTACT PERSON & ROLE:______________________________

Address: ______________________________

____

____

Telephone: ______________________________

SIGNATURES:

Director of Special Education: ______________________________

Superintendent: ______________________________

Board of Education Member: ______________________________

Parent Representative: ______________________________

Send the original and 1 copy of your application to:

Tom Neary
PEERS OUTREACH
650 Howe Ave. Ste. 300
Sacramento, CA 95825
FAX: 916-641-5871
Phone: 916-641-0465

PEERS OUTREACH DISTRICT APPLICATION

I. DEMOGRAPHIC INFORMATION

District enrollment: ____________________

Number of schools:

Elementary ____________________
Middle/JHS ____________________
High School ____________________

Number of identified students receiving special education services: __________

Numbers of students with severe disabilities

Preschool ____________________
Elementary ____________________
Middle/JHS ____________________
High School ____________________
Transition ____________________

Current placement options for students with severe disabilities (indicate number of students in each):

Special class with integration in home school _____

Special class with integration in non-home schools _____

Team-taught combined special and general education classes _____

Inclusive education
(regular class placement with support)/home school _____

Special Center _____

Other _____

II. APPLICATION

1. Please describe your district's vision for all students' education.

2. Do you have a district mission statement which depicts the mission? yes_____ no_____ If so, please attach. Do schools have individual missions? yes_____ no_____ some_____ If so, please attach a copy of mission statements from schools targeted for inclusive education development.

3. a) How recently were your district and/or school missions developed?

b) Who participated in the development of the mission(s)?

c) Are there any recent Board resolutions on the mission or related to its components? yes_____ no_____ If so, please attach.

d) Are there any contractual agreements related to the mission? yes_____ no_____ If yes, please summarize below.

e) How is the mission communicated to all personnel and the community? Who knows of its existence?

4. Please describe your district's current commitment to developing/expanding inclusive education across all levels (Superintendent, Board of Education, schools, community, etc.) How is this demonstrated?

5. a) What are the inclusive practices that the district is now involved in?

b) How do you envision the structure of service delivery with inclusive education in the future?

6. Please describe what you think inclusive education would "look like" in your district, e.g. the target schools/grade levels/numbers of students that you anticipate being involved in inclusive education. Where are these students now? Will the target schools be home schools/magnet schools? How are these selected? Will this be a cross-categorical program option? Will it be available to all students in the future?

7. Please describe your specific objectives and timelines for inclusive education development/expansion.

8. How does this plan fit with district restructuring/reform initiatives?

9. Several practices have been demonstrated to be essential to development and provision of effective inclusive education. Please describe briefly your commitment to these practices and how you would provide for them:

a) Released time for staff development

b) District level planning group across key constituencies

c) Building level teams

d) Instructional student-centered planning teams and meetings

e) Attendance of team(s) at PEERS OUTREACH Summer Institute

9. f) Collaboration with teachers' association

g) Development of at least one school as Technical Assistance (TECH) Center for other schools within and outside of district.

h) Key contact person to communicate with project staff

i) Parent involvement in total process

j) Data collection on inclusive education outcomes (by project and/or district)

k) Materials duplication

l) Development of local inclusive education handbook

10. Please describe briefly your district's history in providing outreach to other districts in the area of special education services, and sharing information practices across schools within your district.

11. Please describe how you would provide outreach on inclusive education within and outside the district.

12. What evidence can you provide regarding past or current parent/guardian involvement in planning and implementing special education programming?

PEERS II

California Outreach Project for Inclusion

PROJECT DIRECTOR

Leo Sandoval, Director
Special Education
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3567

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Steve Johnson, Administrator
Statewide Programs Unit
California Department of Education
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Inclusive Education/Supported Education Guidelines

The following characteristics are indicators of fully inclusive programs for students with disabilities. They are meant as guidelines in planning for inclusion and also as a means for maintaining the integrity of the term, Inclusive or Supported Education.

1. Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools or public schools of choice when these options exist for students without disabilities.

2. Students move with peers to subsequent grades in school.

3. No special class exists for included students except as a place for enrichment activities for all students.

4. Disability type or severity of disability does not preclude involvement in inclusive education.

5. The special education and general education teachers collaborate to ensure:
    a. the student's natural participation as a regular member of the class
    b. the systematic instruction of the student's IEP objectives
    c. the adaptation of core curriculum and/or materials to facilitate student participation and learning.

6. Effective instructional strategies (eg. cooperative learning, activity-based instruction, whole language) are supported and encouraged in the general education classroom.
   Classrooms promote student responsibility for learning through strategies such as student-led conferences, and student involvement in IEPs and planning meetings.

7. The staff to student ratio for an itinerant special education teacher and aides is equivalent to the special class ratio and funding support is at least the level it would be for a special class.

8. Supplemental instructional services (eg. communication, mobility, adapted P.E.) are provided to students in classrooms and community settings through a transdisciplinary team approach.

9. Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents and related-service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.

10. There is always a certificated employee (special education teacher, resource specialist or other) assigned to supervise and assist any classified staff (eg. paraprofessional) working with specific students in general education classrooms.

11. Special education students who are fully included are considered a part of the total class count for class size purposes. In other words, even when a student is not counted for general education ADA, s/he is not an "extra" student above the contractual class size.

12. General ability awareness is provided to staff, students and parents at the school site through formal or informal means, on an individualized basis. This is most effective when ability awareness is incorporated within general education curriculum.

13. Plans exist for transition of students to next classes and schools of attendance in inclusive situations.

14. Districts and SELPAs obtain any necessary waivers of the Education Code to implement supported education.

15. Supported education efforts are coordinated with school restructuring at the district and site level, and a clear commitment to an inclusive option is demonstrated by the Board of Education and Superintendent.

16. Adequate training/staff development is provided for all involved.

In summary, all students are members of the general education classroom, with some students requiring varying levels of support from special education. Hence the term "Supported Education". This term, though synonymous with "Full Inclusion", is explicit in acknowledging the importance of providing support services within the regular classroom, when necessary, to ensure a quality educational program.

Neary and Halvorsen, 1994 rev. ed. PEERS Outreach Project.
With appreciation to Dr. Wayne Sailor, "Special Education in the Restructured School" Remedial and Special Education, *12, 6* (1991).

APPENDIX F

Student planning process materials

SCHOOL SUCCESS STUDY TEAM DEFINITION AND REFERRAL SEQUENCE

DEFINITION

The Child/Student Study Team is a regular education function. It is a process of review individual student problems and planning instructional strategies, adaptations in the curriculum or for reaching a consensus on referrals to alternative programs, special education, or community agencies. The make-up of the team includes a principal or vice-principal; 2-3 teachers; a counselor; and, when appropriate, the school psychologist; special education resource teacher, parent(s) and the student. All members are on an equal footing for this process.

STEP ONE: Teacher attempts two to three instructional or curriculum modifications or makes attempts to call attention to behaviors with student and/or parent.

STEP TWO: Teacher and Parent Meeting

1. Identify student successes.
2. Discuss problem(s) and behaviors of concern. Optional Parent Information form may be completed at this time when the issue of substance abuse is suspected. Develop plan as appropriate.
3. Discuss previously tried modifications by teacher.
4. Develop written action plan for modifications or intervention.
5. Establish a date to review program modifications.
6. If program modifications prove ineffective, teacher implements Step Three.

STEP THREE: Teacher and Site Administrator Meet

1. Identify the student strengths
2. Program modifications are attempted based on administrator/teacher reference and/or student observations, etc.
3. Parents may be made aware of school's concern, if not previously involved
4. A date to review program modifications is established
5. A referral is made to the Student Study Team after the review if modifications prove ineffective.

STEP FOUR: Child/Student Study Team

1. Site administrator, School Psychologist or designee will chair the Child/Student Study at regularly scheduled meetings.
2. Teacher preparation is completed by teacher and student's name is put on the agenda
3. Appropriate participants are notified
4. The referring teacher/counselor is responsible for seeing that the parents and student is contacted about attending the CSST meeting and prepares them to participate as appropriate
    a) Chairperson sends written notification to parent
    b) The day before the CSST meeting, parents are contacted to remind them of the meeting
5. Team meets, discusses the case and makes recommendations
    a) Further modifications can be implemented with assistance from consultants, i.e., psychologist, speech and language specialist, curriculum consultant, school and community resources, nurse, etc., as appropriate OR
    b) Referral process for special education assessment or other interaction is initiated, if appropriate.
6. Chairperson will be responsible for preserving the Student Summary or Child/Student Study Team Intervention Plan report form appropriate.
7. A follow-up date will be set to evaluate the results of the actions taken

SST MEMBERSHIP ROLES

CHAIRMAN

- coordinates logistics before and after meeting
- is aware of available resources and where to locate them
- helps recorder to take accurate notes
- assumes ultimate responsibility for group decision

FACILITATOR

- checks for meaning and understanding from group
- encourages input from all team members
- helps the group stay focused
- clarifies priorities when time is short
- helps group move to Action Plan
- helps group find win-win solutions

RECORDER

- listens carefully for key words and ideas to be recorded
- writes input on Team Summary

TEAM MEMBERS

- respect and listen to other individuals
- keep open minds
- focus energy on problem at hand
- check Team Summary for accuracy

ARBUCKLE ELEMENTARY SCHOOL
SCHOOL SUCCESS TEAM
TRACKING CHECKLIST

STUDENT: ______________________________

TEACHER'S CHECKLIST

DATE

___ ______________ Identify Concern/Need

___ ______________ Parent Conferences/Phone Contact

___ ______________ Site Administrator Contacted

___ ______________ Parent Input Form Sent

___ ______________ Complete Referral Form - Turn into Chairperson

CHAIRPERSON'S CHECKLIST

DATE

___ ______________ Referral Packet Complete

___ ______________ Chairperson Arranges Meeting Date/Time

___ ______________ Team Members Notified

___ ______________ Parent Notification Sent

___ ______________ Initial SST Meeting

___ ______________ Follow-up Meeting

___ ______________ Review Meeting

SCHOOL SUCCESS TEAM REFERRAL FORM

DATE: ______________

NAME: ________________________________ SEX: _____ BIRTHDATE: ____________

GR: ______ PARENT/GUARDIAN: ____

TELEPHONE: __________________ ADDRESS: __________________________________

____

PRIMARY LANGUAGE: _______________ LANGUAGE PROFICIENCY TEST: __________

Referring Teacher(s): ____

I. Reason for Referral:

☐ Discipline
☐ Learning Difficulty
☐ Perceptual Motor
☐ Environment

☐ Achievement
☐ Language Development
☐ Social Adaptation
☐ Suspected Substance Abuse

☐ Medical
☐ Speech
☐ Student

Give a short explanation for all areas checked above: ________________________

____

____

II. Indicate attempts you have made within your educational program to resolve the concerns listed. SB 1870 requires documentation of the school level resources considered and the outcome of each intervention before a reference is made for special education services.

Check What You Have Tried	How Did It Work?
☐ Preferential Seating	________________
☐ Differential Instructional Materials	________________
☐ Instructions and directions repeated, written and/or spoken louder or more slowly	________________
☐ Re-teaching or after school tutoring (circle one)	________________

Check What You Have Tried	How Did It Work?
☐ Classroom Contracts	
☐ Partner or Buddy System	
☐ Instructional Aides District Services	
☐ Cross-age grade tutoring or parent volunteer	
☐ Counseling or conference with parent volunteer (circle one)	
☐ Other (explain)	

III. Complete the Performance Rating Scale and Student Data Cumulative Folder Check and return all forms to the Principal.

STUDENT DATA CUMULATIVE FOLDER CHECK
(Office Use Only)

CUMULATIVE FOLDER CHECK:

Entered School (Date, City) ____________________

Number of Schools Attended ____________________ Retentions ____________

Dates and titles of prior testing (e.g. CTBS).

____________ : : ____________ : : ____________ : : ____________

____________ : : ____________ : : ____________ : : ____________

____________ : : ____________ : : ____________ : : ____________

Attendance patterns (request an attendance check)

____

____

Date and reason for previous referrals (if any)

____

____

ARBUCKLE ELEMENTARY SCHOOL
Patricia Hamilton, Principal
701 Hall Street
P.O. Box 100
Arbuckle, CA 95912
(916) 476-2522

A Place to Learn A Place to Grow A Place to be Proud

Date: ____________________

Dear ____________________:

Your child has been referred to our school Success Team. The purpose of this meeting is to discuss your child's progress and any difficulties he/she may be encountering. We would like you to be a part of this team, to share your opinions and information with us regarding your child.

The team will be meeting on ____________________ at ____________________
(date) (time)
in ____________________.
(room #)

You are urged to participate with the School Success Team as it reviews your child's school program. Your input will enhance the plans to help your child. If you cannot attend this meeting please contact the school office.

The following professional staff members who may be attending the School Success Team meeting: Principal, your child's teacher, Resource teacher, Psychologist, Speech/Language Specialist, Classroom teacher, counselor, and or school nurse.

Sincerely,

____

STUDENT SUCCESS TEAM
(Team Planning Worksheet)

Date ______________ Initial ☐
Student ________________________ Follow Up ☐
Referring Person ____________________________ Next Mtng __________
Team Members Present ____
____

Our Major Goal is ____
Student's Primary Need ____

"WORKING TOGETHER"

Action by who/timeline	Planning Notes

Action by who/timeline	Planning Notes

TEAM MEETING WORKSHEET

Student ______________________________ Year ____________

Team members present

____
____
____
____

Team members absent **Information backup**

____
____
____
____

ROLES:

For this meeting **For next meeting**

Facilitator ______________________________

Recorder ______________________________

Timekeeper ______________________________

Encourager ______________________________

Agenda for this meeting **Time limit**

1.
2.
3.
4.
5.

Agenda for the next meeting **Next meeting date** ____________

1.
2.
3.
4.
5.

Minutes	Task	Person(s) responsible	Date completed by
	276		

GENERAL INFORMATION

Name ______________________________ **Date** ____________

Peer support/involvement:

Critical considerations:

Safety Issues:
Physical needs:
Medications:
General comments:

IEP Objectives

Name ______________________________ Year ______________

Cognitive

Language

Motor

Gross motor

Fine motor

Self Help

Social

Behavioral

Community

Vocational

Brooks; Glick; Neary, 1994

SCHEDULE-AT-A-GLANCE

Name____________________________

Teacher____________________________

Monday	Tuesday	Wednesday	Thursday	Friday

Brooks; Glick; Neary, 1994

STUDENT SCHEDULE AND SUPPORT PLAN

Name ______________________________

Period	Teacher/Room/Subject	Teacher/Room/Subject	Teacher/Room/Subject	Teacher/Room/Subject	Teacher/Room/Subject

Brooks; Glick; Neary, 1994

IEP LOG RECORD

Name________________________________ Year________________

Objective:

Date	Comments

Brooks; Glick; Neary, 1994

DAILY COMMUNICATION LOG

Name ______________________

Date	Comments

Brooks; Glick; Neary, 1994

ANECDOTAL RECORDS

Name________________________________

Date	Subject	Comments

Brooks; Glick; Neary, 1994

Individual Transition Plan

Student: ______________________________

Student birthdate: ______________________

Team members: ______________________________

____

Date plan developed: ______________________

Current school: ______________________

Future school: ______________________

Transition step	Action(s)/Decision(s)	Person responsible	Date initiated	Date comp.

Adapted from UEID/U of U/NT 2/92

Sample Schedule..

Name Debbie Doss

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10 8:30			Eddie - Bus Bkfst		
8:30 9:00			Lucy - P.E.		
9:00 10:00			Eddie Sci Sam Math Cherrice		
10:30 11:30			Reading Skills Group		
11:30 12:00			Team Meeting Meeting		
12:00 1:00			Team Meeting		
1:00 1:30			Lunch Break		
1:30 2:00			Eddie PE. Sam Class Cherrice Mtngs.		
2:00 2:30			Team Meeting		
2:30 3:00			WrapUp Rm 4 & Rm 1		

CLASSROOM PARTICIPATION PLAN

Student: Lucy

Basic Skills Objectives:

1. symbol comm.
2. stand up frm desk
3. sitting down in desk
4. staying on pad in group
5. increase lang vocabulary
6. decrease tactile def.
7.
8.

Activity: Reading Skill Group

What the class does:
Kids are in sm groups reading out of reading recovery books grp & individually - with teacher.

How Lucy **participates:**
Peer presents Lucy with reading symbol and says - "Lucy lets go to reading". Peer walks with Lucy to group on rug in library corner. While teacher reads individually with kids Lucys peers take turns reading and doing simple finger plays with Lucy. When group is finished peers do finished sign with Lucy and walk her back to her desk.

Summary and I.E.P. Data Check Sheet...

NAME A.D
GENERAL EDUCATOR FOSTER
DOB
GRADE 3
PARENTS
SPECIAL EDUCATOR DOSS

Objective:
1:1 counting
1-50

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1-11	1-11	1-15	1-20	1-20	1-21				

Objective:
Addition 2place
No regrouping

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
cont.	cont.								

Objective:
Return Homework
4 days 100%

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
cont.									

Objective:
3rd gr spelling
words 1st sound only
90% Accuracy

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
50%	50%								

Objective:

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Objective:

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Objective:

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Comments:

* Written by teacher or assistant

ANECDOTAL RECORDS

Name________________________

Date	Subject	Comments
3/8	Science 2:00 2:30	Worked on circuit boards He sat quietly while the teacher gave whole class instructions then he worked cooperatively with his group with very little assistance from me. V.A.
2/6	Math 9:00 9:30	He counted students hands for lunch count today 1-28 no mistakes yea!!
2/21	Behavior	He refused to get out his Science book when I asked him to-so I suggested he looked a little upset and perhaps he needed a break. I walked away. 2 min later I asked peer to request again. He cooperated

DAILY COMMUNICATION LOG

Name ______________________

Date	Comments
4/9	Lisa - Lucys office message got erased ... Can you record new message ? ☺ Thanks K.C. Speech Therapists
3/3	Jessica - Where is Lucys bathroom symbol ? ☹ K.C. Instr. Assistant

Brooks; Glick; Neary, 1994

IEP SUMMARY SHEET

Student: ______________________ Year: ______________

LIFE SKILLS

Academics: ______________________

Community: ______________________

Domestic: ______________________

Leisure: ______________________

Work: ______________________

BASIC SKILLS

Communication: ______________________

Motor: ______________________

Sensory: ______________________

Social: ______________________

Other: ______________________

IEP SUMMARY SHEET

Student: ______________________ Year: ____________

Related Services: ______________________

ACADEMICS

Math: ______________________

Reading: ______________________

Writing: ______________________

Spelling: ______________________

Other: ______________________

LIFE SKILLS

Community: ______________________

Domestic: ______________________

Leisure: ______________________

Social/Communication: ______________________

Vocational: ______________________

MA/RG 92

IEP SUMMARY SHEET

Student: Katie

Year: 1994/95

Related Services: A.P.E (consult)
S/L 2x 30min/week
O.T. 2x 45 min/week

ACADEMICS

Math: ① Use borrowing to compute subtraction problems & use carrying to compute addition pro
② Use a calculator to compute a variety of math problems ③ Use a variety of math manipulativ
④ Count out change after making a purchase.

Reading: ① Use a variety of curricular adaptations to participate in literature lessons.
② Read a variety of high interest stories/novels at sixth grade reading level.
③ Improve in reading comprehension / 6 mo. gain on Basis

Writing: ① Write first and last name in cursive
② Write a type A paragraph

Spelling: ① Use a word predictor program (Co-writer)

Other: ① Organize her binder weekly.
② Use combination lock on hall locker

LIFE SKILLS

Community: ① Use a dollar-up strategy to determine amount of $ to pay cashier.
② Use a calculator to determine if she has enough money to pay for items
③ Use an ATM machine to make deposits/withdrawls ④ Practice crossing at uncontrolled intersections.

Domestic: ① Check her appearance after lunch and before going to work.

P.E.
Leisure: ① Have p.e. clothes available everyday and keep them locked in p.e. locker.
② Participate in p.e. class routines: warm-ups, jogging/walking & class activities.
③ Use a keylock on her p.e. locker.

Social/Communication: ① Interact with peers during class activities, passing periods & lunch
② Walk to/from home/school with peers 2-3 times per week.

Vocational: ① Participate in voc. activities at a non-school voc. site w/no more than one other person with a disability.
② Develop and maintain a resume.

MA/RG 92

IEP SUMMARY SHEET

Student: Taiyo Year: 94/95

LIFE SKILLS

Academics:

Community: ① Choose item to buy in store, pass item and money from tray to clerk and use a loop tape to greet and thank clerk in store.

Domestic: ① Use a switch to turn on an appliance (blender, food processor) to blend lunch ② Eat lunch in the school cafeteria (having at least 45 minutes). ③ Assist with dressing by moving arms + head + lifting hips. ④ Hold adapted spoon + cup ⑤ Participate in meal clean-up by wiping hands + face with washcloth with assistance.

Leisure: Use a switch to turn on tape recorder and computer games

Work: ① Use a switch to perform school and class jobs.

BASIC SKILLS

Communication: ① Use a switch to activate prerecorded loop tapes to respond to routine questions, participate in activities and make greeting. ② Increase use of conventional gestures to communicate needs and wants during daily routines.

Motor: ① Team will explore various switch sites + instruct Taiyo to access switches using hand, arm, head + foot movements ② Participate in group activities with his regular P.E. class. ③ Participate in daily adult guides exercises ④ Team will explore other methods of ambulation.

Sensory: ① Participate in sensory stimulation activities.

Social: ① Greet peers/teachers/community members using a swith activated loop tape

Motor cont'd ~~Other~~: ⑤ Participate in a variety of activities while standing or walking with support + sitting cross-legged and side-sitting positions at least 2X a day.

1994/95

Katie 8th Grade

	Period 1 8:35-9:20	Period 2 9:24-10:14	Period 3 10:19-10:50	Period 4 10:54-11:39	Period 5 11:44-12:28	Period 6 12:28-1:07	Period 7 1:11-1:56	Period 8 2:00-2:45
Monday	Math Luporini 206C	I.W.E. Triulzi A-16	Math Academy Luporini 206C	English Holsing 203E	Social Living C. James 102A	Lunch	P.E. Martinez	I.W.E. Davis A-6
Tuesday	↓	↓ (S/L)	School Service Holsing 203E	Whole Foods	Whole Foods	Lunch	↓	Keyboarding Deutsch (O.T.) A-15
Wednesday	↓	↓	Math Academy Luporini 206C	English Holsing 203E	Social Living C. James 102A	Lunch	↓	I.W.E. Davis A-6
Thursday	↓	Shopping (S/L)	School Service Holsing 203E	Whole Foods	Whole Foods	Lunch	↓	Keyboarding Deutsch (O.T.) A-15
Friday	↓	I.W.E. Triulzi A-16	↓	English	Social Living C. James 102A	Lunch off campus B.H.S.	→	→

1994/95

Taiyo 7th Grade

	Period 1 8:35-9:20	Period 2 9:24-10:14	Period 3 10:19-10:50	Period 4 10:54-11:39	Period 5 11:44-12:28	Period 6 12:28-1:07	Period 7 1:11-1:56	Period 8 2:00-2:45
Monday	P.E. Agers ↓	PT @ Home	School Service Holsing 203E ↓	Shopping ↓	Math O'Donnell 206E Prep Lunch ↓ BR	Lunch ↓	Computers Gilmour 103 ↓	English Brannigan 203D ↓ BR
Tuesday	↓	Science Glazer 102C ↓	↓ (S/L)	↓	↓	↓ (OT)	↓	↓
Wednesday	↓ (PT)	↓	↓	↓	↓	↓	↓	↓
Thursday	↓	↓	↓	↓	↓	↓ (OT)	↓ (S/L)	↓
Friday	↓	↓	↓	↓	↓	↓	↓	↓

PEERS

IEP Obj./Classroom Schedule Matrix

✓ = Opportunity to work on student's IEP objectives

Katie

1994/95

IEP Obj.	Home work Club D.A.P.P. Walking to/from school	Math Class Math Academy	I.W.E. Triulzi/Davis	Shopping Restaurants	English	Social Living	Whole Foods	Keyboarding Deutsch	P.E.	B.H.S.	Lunch/Passing Periods
Borrowing	✓	✓									
Carrying	✓	✓									
Calculator	✓	✓		✓							
Math manipulatives	✓	✓									
Count out change while making purchases				✓							✓
Curriculum adaptations in lit. lessons					✓						
6th grade reading	✓				✓	✓					
Reading comprehension	✓				✓	✓					
First & last name in cursive	✓	✓		✓	✓	✓	✓			✓	
Write a Type A para.	✓				✓						
Use word predictor program	✓							✓			
Organize her binder weekly	✓		✓								
Use combination lock in hall	✓		✓								✓
Use dollar up strategy				✓			✓				✓
Use calculator to see if she has enough $				✓							
Use ATM machine			✓	✓							
Cross at uncontrolled intersections	✓		✓	✓						✓	
Check appearance before work/after lunch				✓			✓				✓
Have p.e. clothes everyday & lock in locker									✓		
Participate in p.e. routine									✓		
Use key lock on p.e. locker									✓		
Interact with peers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Walk to & from school w/ peers	✓										
Non-~~[illegible]~~/voc. activity							✓				
Develop & maintain a resume			✓					✓			

PEERS

IEP Obj./Classroom Schedule Matrix

✓ = Opportunity to work on student's IEP objectives

Taiyo Classroom Schedule 1994/95

	IEP Obj.	Physical Education	Science	Homeroom - School Service	Shopping	Math	Lunch Prep	Lunch	Computers	English	Physical Therapy (Home)	Passing Periods / Break
Community	Choose item to buy in store pass item & $				X			X				
	Use loop tape to greet / thank clerk				X			X				
Domestic	Use switch to blend food for lunch						X	X				
	Have 45 min. to eat lunch in cafe. holding spoon/cup							X				
	~~Assist~~ w/dressing by moving head/arms & lifting hips	X										X
	Wipe hands face after lunch							X				
Leisure	Use a tape to turn on a tape recorder		X	X		X				X		
	Use a switch to perform a variety of classroom jobs		X	X		X				X		
Communication/ Social	Use a switch to activate a prerecorded loop tape		X	X	X	X		X		X		
	Increase use of conventional gestures	X	X	X	X	X	X	X	X	X	X	X
	Use switch to Greet peers, adults & community members	X	X	X	X	X	X	X	X	X		X
Motor	Participate in general ed. P.E. activities	X										
	Participate in adult/peer guided exercises & sensory stimulation ex.	X									X	
	While participating in class activities stand/supported walking/sit	X	X	X		X				X		
	cross legged &											

CLASSROOM PARTICIPATION PLAN

Student: Katie

Class/Subject Area: English

IEP Objectives:	What the class is doing & ways for Katie to participate in that:	Alternative activities:	Materials:
1. Use a variety of curricular adaptations to participate in literature lessons	Reading literature in class and as homework. If class is reading aloud Katie will follow along in book. If class is reading individually Katie may be read to by a partner or read partner a modified version of	Listen to books on tape, read modified versions of literature and/or watch video of literature being read in class.	books on tape, abridged literature videos
2. Read a variety of high interest materials at sixth grade reading level.		When individual reading: Katie may listen on tape or read alternative book	Same as class
3. Improve in reading comprehension.	Group activities, discussion, skits, art work. Katie participates in class activities with necessary support.*	Discuss literature with a partner. - answer comprehension questions.	Same as class
4. Write first and last name in cursive	Sign a variety of class assignments, group projects, hall passes, ect.	N/A	Same as class
5. Write a type A paragraph	Writing (a variety of assignments) - get ideas down, critique, rewrite. Katie will work w/ a group or partner to brainstorm writing ideas: She can write ideas out or dictate to a partner.	When class is writing individually Katie may copy her dictated writing on a computer using Co-writer	Word processing program, Co-writer

Notes:

* Depending on activity support may be provided by peers, teacher or special ed. staff.

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CLASSROOM PARTICIPATION PLAN

Student: Taiyo

Basic Skills Objectives:

1. Use switch to turn on tape recorder.
2. Use switch to perform school and class jobs.
3. Use prerecorded loop tapes to respond to ?'s
4. Use prerecorded loop tapes to participate in class activities
5. Use prerecorded loop tapes to make greetings
6. Use gestures to communicate.
7.
8.

Activity: English class - small groups.

What the class does: Participate in a variety of small group activities.

How Taiyo **participates:**

Group brainstorms what the best role and jobs will be for Taiyo based on the activity. Some examples of his "part" of an activity may be:

Reporter for group - a peer records group report on tape player and Taiyo activates tape when it's his groups turn to report.

Timer - with a partner Taiyo gives one minute warnings to group members using tape that has been prerecorded.

Materials - with a peer partner Taiyo sharpens pencils for group (colored pencils for art activities or with a partner Taiyo uses a switch to engage an electric stapler after papers are colated by partner.

Activity: English class - individual writing activity.

What the class does: Write, edit, rewrite.

How Taiyo **participates:**

Taiyo can do a variety of classroom/school jobs with a peer partner. Jobs might include:

1) Delivering messages through-out school.
2) Colate papers for teacher
3) Sharpen pencils

Taiyo may also use a tape recorder to listen to literature and music. Taiyo may be read to by a peer partner. Taiyo may also use the computer with a peer partner.

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CLASSROOM PARTICIPATION PLAN

Student: ____________________

Basic Skills Objectives:

1. ____________________ 2. ____________________ 3. ____________________ 4. ____________________

5. ____________________ 6. ____________________ 7. ____________________ 8. ____________________

Activity:

What the class does:

How __________ participates:

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Activity:

What the class does:

How __________ participates:

CLASSROOM PARTICIPATION PLAN

Student: ______________________________ Class/Subject Area: ______________________________

IEP Objectives:	What the class is doing & ways for __________ to participate in that:	Alternative activities:	Materials:

es:

Activity Shell

Katie is fully included in the junior high school day. She knows all her classes and teachers and has been completely successful at following her schedule independently. Teachers and support staff continue to offer support and encourage peer support in each class as has been worked out together. No mention is made of the coupon reinforcement. At the end of each class period the support staff or the teacher (if she has been in class independently) give Katie the coupon with a low key statement of the good job she has done. If she has not earned a coupon nothing is said unless Katie asks about it. If she asks, she is told what she needs to do to get the coupon the next time, but without any scolding for not succeeding this time. It is important that no one enter into any negotiations or coaxing about the coupons. Katie does a much better job if work and support are offered, but she is left to make her own decision about whether to participate or not. Also not engaging in coaxing makes the inclusion setting more normalized for Katie.

Katie's Class Schedule

1. Science	8:35 - 9:20
2. English	9:24 - 10:15
3. Homeroom	10:17 -10:50
4. Math	10:54 - 11:39
5. P.E.	11:43 - 12:28
6. Lunch	12:32 - 1:07
7. Computers/Art	1:11 - 1:56
8. Voc Ed/ Community	2:00 - 2:45

Objective: Given a coupon reinforcement program, Katie will independently be on time and maintain participation without twirling a "twister" for self-stim in 7 of her 7 class periods for 5 consecutive days.

Participation is defined as not leaving class and working the entire period at the assignments the other students are doing or work given to her by the teacher.

Instructional Procedures (Prompt sequence and criterion for movement): This program depends on not giving Katie input but rewarding independent maintenance. When she is successful, the giving of the coupon becomes a prompt for the next class. At the end of a class period, whether or not she earns the coupon, she should be reminded only positively. For example: "You didn't have a twirly, and you were on time. That was great. Next period if you do that and do your work, you'll get a coupon." Part of the process of being sure she is successful was having her help design the program so she clearly knows what she needs to do to get the reinforcement, and she monitors her own progress. During eighth period each day Katie reviews her day and records how many coupons she got on the graph. She has a graph of her own design on which she records how many times she has traded in coupons. Any day that Katie is successful in a greater number of class periods than she has been on any previous day, she receives an "extra credit" coupon. When she has reached 100% ("tops out") three days in a row, she gets five "extra credit" coupons.

Reinforcement procedures: Katie gets a coupon for each class period in which she 1) is on time 2) participates (see definition above) and 3) does not at any time have a twister in sight. Support staff can accompany giving the coupon with a low key, "You did a good job, Katie." Reinforcement should only take place if Katie has responded independently without reminders. When Katie collects 10 coupons she cashes them in for a lunch at MacDonalds (or other agreed upon reinforcer).

Correction: It is important that nothing be said to Katie if she is not successful. If she talks to you about it, use the positive response outlined in the prompt sequence. Otherwise ignore, and do not reinforce.

Record: Place a point on the graph each day indicating the number of classes that day in which Katie received coupons. Color in a bar (horizontally from left to right) for each class period in which a coupon was earned. Let Katie put a check in the "extra credit" square any time the graph point reaches an all time high. Let Katie fill in the whole day's data in red on the third day if she "tops out" three days in a row. Also record +5 in the extra credit square.

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Dear Teachers,

Please find enclosed a brief description about the inclusion student(s) in your class and an IEP (individual education plan) Goals Classroom Matrix. The purpose of this is to better acquaint you with the student and to help you to focus on the goals that are pertinent to your particular class. It is also a reminder that although the work of the inclusion students should be as closely related to the work of the general education students as possible, their grade is based on the completion of their IEP goals, not on the requirements expected of the general education students. This is because they do not receive a high school diploma; they receive a certificate of completion when they graduate. Each student should have clear expectations and requirements. Their grade is based on the extent to which they have met these expectations and requirements. If you have any questions at all about what is appropriate for an individual student , please do not hesitate to ask. Both the student's para and I are here to assist you in any way we can.

Thank you for your continuing support and co-operation.

Sincerely,

Laura P.Chase

TARGET STUDENT DESCRIPTION

Wai Yu is a senior. He belongs to the GWHS track teaam and is very proud of this.

He knows the Muni and can travel many places independently. He does not always stop at red lights when crossing the street, and has been run over once, recently.

This is Wai Yu's first year of being a fully included student. He is currently taking study skills, advanced P.E., ROTC, health ed., ESL reading, and ESL writing.

He is unable to read and write although he is beginning to learn the concept that letters have corresponding sounds, particularly at the beginning of words.

He can copy from the blackboard and from a sheet of paper.

He understands some English although he sometimes appears to understand more than he actually does. He responds more fully to content questions when asked in Chinese than in English.

He cannot tell time, but he does know the sequence of his schedule. When there is a change in the schedule he becomes confused as to where to go and when.

Behaviorally, he has changed dramatically, from someone who was almost totally out of control to a student who is well behaved almost all of the time.

It is very important for Wai Yu to "pass". He very much wants to be accepted by his general ed. peers.

He sometimes gets into trouble because he mimics things he has heard at inappropriate times, not knowing subtle distinctions, such as racially motivated words.

He is trying very hard this year. He is very aware of his senior status and is participating fully with his senior homeroom.

Wai Yu Leung

IEP OBJECTIVE/CLASSROOM MATRIX (✓=opportunity to work on IEP objectives)

A	B	C	D	E	F	G	H
	Study Skills	Adv. P.E.	Advisory	ROTC	Health Ed.	ESL Lang.	ESL Read
IEP OBJECTIVE.							
• Increase Eng Voc	✓	✓	✓	✓	✓	✓	✓
• Learn alphabet + beg sounds	✓			✓	✓	✓	✓
• Follow teachers' directions	✓	✓	✓	✓	✓	✓	✓
• Use acceptable language	✓	✓	✓	✓	✓	✓	✓
• Greet 2 students each class	✓	✓	✓	✓	✓	✓	✓
• Tell time Keep track of schedule	✓	✓	✓	✓	✓	✓	✓
• Keep notebook organized	✓		✓	✓	✓	✓	✓
• Leave spaces btw wds.	✓		✓	✓	✓	✓	✓
• Solve pract. prob. using add + subtr.	✓						
• Find page nos.	✓		✓	✓	✓	✓	✓
• Participate in track team		✓					
• Sequence ideas; tell about daily events	✓		✓	✓	✓	✓	✓

CLASSROOM PARTICIPATION PLAN -WAI YU LEUNG

IEP GOALS	WHAT CLASS IS DOING	ALTERTERNATIVE ACTIVITIES	MATERIALS
To increase organizational skills	Getting prepared for class Taking out materials	same as class	notebook,paper,pen, pencil, eraser, white out
To increase his ability to communicate, Wai Yu increase his English voc. by at least 50 words	going over assignments and homework	Partner to help him keep his place Teacher to call on him on a daily basis	same as class
	Reading aloud in class	Following along with marker with help as needed	Laminated word/ sentence guide
	Filling in worksheets	Possibilities: *do a smaller number of questions *have questiions read aloud *use matching or other limited choices such as this ______or that______	same as class
		*put key words(not more than 3 a day) on 3x5cards	3x5 cards holder for cards
To learn letters of the alphabet	Written work Homework	To generate ideas, Wai Yu can be asked fill-in questions or be given choices between responses After Wai Yu has told para,peer, or teacher what he wants to write:	
		*The helpercan write down what Wai Yu said and Wai Yu can copy it *The helper can dictate the letters to Wai Yu, and he can write the ones he knows and be shown a model of the ones that he does not, which he can copy	Card with alphabet written on it- upper and lower case
To increase clrm proficien Wai Yu will be able to find page numbers. He will understand the concept of larger and smaller numbers and its assoc. with finding	Finding appropriate page in book	* Peer or para finds a page near the target page and has Wai Yu say page no. until it is matched to written no. *Wai Yu can be reminded to go foward for larger nos.	

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the accurate page.		and back for smaller nos. *He can copy others using visual clues on page.	
To increase his handwriting legibility, Wai Yu will leave spaces inbtwn his . words. He will write so that it will be easy to distinguish one word from another.	Doing written work	Wai Yu will be taught the technique of putting one of his fingers (or apencil) after each wrd. he has written before writing next wrd. (This can be phased out when he no longer needs the tangible reminder.)	none
To increase his clrm proficiency, Wai Yu will copy notes from the blackboard as assigned.	copying work from the blackboard	Same as class with verbal and tangible cues about leaving spaces between words.	
To improve expressive language, Wai Yu will respond to questions about his class, a past event, a movie, or a T.V. show.	Responding to teachers' questions orally.	*Whenever possible, the curriculum will be adapted to Wai Yu's personal exper. *Wai Yu will be called on on a consistent basis.	none

TARGET STUDENT DESCRIPTION

Joseph Napoliello is a student in your class. He is able to find his seat and take off his back pack. He can take out his notebook and needed materials, sometimes with prompting.

He can participate in whole group activities by sitting quietly and listening to the teacher. He can respond to being called on. He can answer "yes" and "no" questions by nodding or shaking his head, respectively.

He can participate in small group activities by giving out materials, displaying illustrations or other visual aids, and complete assignments which are tailored for him. An example would be to find pictures in a magazine which would depict a concept the group or class is working on.

He understands what is being said to him, particularly when the conversation is directed toward him. He communicates through gesture, facial expressions, pointing, body language, and some sign language. He has a communication book with photographs depicting his classes in sequential order. He also will have a communication book with photographs relating to specific classroom content to help facillitate his participation in class.

Joseph is very personable and friendly. He likes being part of a group. He wants to greet people and is in the process of learning how to do this in an appropriate way. Sometimes, he grabs people in an effort to be friendly. He is being prompted to shake hands and give a "high five" instead.

Joseph Napoliello

IEP OBJECTIVE/CLASSROOM MATRIX (✓=opportunity to work on IEP objectives)

	1rst&2nd per.	3rd period	Advisory	4th periiod	5th period	6th period
IEP Objective	P.E. Swimming	Art	Advisory	Health Ed.	In.Work Exp	Study skills
Use a convers. bk.to iniate convers. w/peers and adults	✓	✓	✓	✓	✓	✓
To identify himself will show ID card upon request	✓	✓	✓	✓	✓	✓
To improve voc. skills will complete specific tasks					✓	
To improve expressive comm.						
raise hand during roll		✓	✓	✓		
respond to greeting by waving						
request an item or activity using his communication bk	✓	✓	✓	✓	✓	✓
To improve basic skills						
match 2 sets of words based on curriculum		✓	✓	✓		✓
match 2 sets of nos. based on practical needs,e.g.phone no.			✓			✓
To walk to class w/ peer w/ no physical prompts	✓	✓	✓	✓	✓	✓
To locate seat in class; to put		✓	✓	✓		✓
off and on his bkpack indep.	✓	✓	✓	✓		✓
To take out and put back mat. from his bkpack independently						
To change into swimsuit/P.E. clothes w/ min. assist.	✓					
To open and close his locker with a key lock						✓
To lenghten att, span and improve focusing skills, J. will complete his clrm and homewrk assign. which have been adapted 4 times a month		✓	✓	✓		✓
To partic. in a group assign.w/: peer 3 out of 4 times a mo.	✓	✓	✓	✓		✓
To immed. comply to verbal direction from clrm teacher with no prompt from other staff	✓	✓	✓	✓	✓	✓
To improve length of time he engages in ind. leisure activ. J. will look at bk or mag for 10 min.,turning pg 1 by1 after looking at each one			✓	✓		✓

JOSEPH NAPOLIELLO'S COMMUNICATION

SIGNS

- water or thirst: index finger to cheek
- milk or thirst: opening and closing of a hand
- toilet: moving "T" sign, thumb between index and middle fingers
- cracker or hunger: flat hand patting forearm
- music: flat hand rubbing forearm
- guitar: strumming finger motion on forearm
- headphones: both hands held to ears
- draw: index finger rubbing palm of hand
- all done: waving arm horizontally
- please: flat hand rubbing belly
- sorry: flat hand rubbing chest (hand placement is higher than `please`)
- swimming: (while standing) two palms patting front of thighs
- wait: palm-up hand with fingers bent at a 90* angle wriggling sequentially
- yes: knodding of head
- no: shaking of head
- dog: patting motion to thigh
- cheese: holding flat hands together, can also be tortilla or quesadilla
- good-bye: waving arm with limp hand
- tired: head tilted so that ear touches shoulder
- wash: rubbing of palms together (usually accompanied with pointing to soap or sink)
- rubbing his head: greeting to say "Hi!" to specific people he has known in the past, and remembers fondly
- patting the top of his shoulders: "I'm a good boy", "I've done a good job"
- clapping: a sign of approval ("I like it", "I did well") or closure ("Its over")
- bird: opening and closing of two middle fingers to palm

SOUNDS

Ma-ma-ma: means mom, or more, or could be a request to do something

Ba-ba-ba: means "I'm happy, and things are cool" or represents the "B" word item/person he is probably pointing to

Whining noise: represents a protest of some kind and needs to be redirected to a more appropriate response such as shaking his head or else Joseph is to be verbally prompted to go along with the program

BEHAVIORS

grabbing or hugging people: is Joseph's attempt to say "Hello" should be redirected to a hand shake, a low/high five, or environmentally engineered to avoid physical proximity

uncontrolled laughter: a typical Angelman Syndrome response that attempts to draw in the audience; should be ignored if inappropriate or responded to verbally, minimally commenting that that is enough laughing already

water obsession: tends to request water often, will stop at every water fountain, puddle, sprinkler, etc. needs to be responded to with a verbal redirect

paper eating or things in mouth: oral fixation is another typical Angelman Syndrome behavior to be ignored and simultaneously stopped and redirected

things dropped to the floor: prompts uncontrolled laughter and can be a behavior peers play on to get Joseph's response; should be ignored

head turned away in response to a question or request (usually accompanied with a whine): Joseph should be told that it is rude to look away when someone is speaking to him and that you will wait for his attention to continue

BEHAVIOR IS COMMUNICATION. BEHAVIOR IS LEARNED. BEHAVIORS THAT PERSIST ARE BEING REINFORCED.

To modify a behavior you must first understand the communication of the behavior. Then you must analyze the prompt to the behavior (antecedent), thoroughly understand the behavior itself, and then determine how the consequence to the behavior is reinforcing the behavior. All consequences developed to modify a behavior must be non-aversive, naturally occurring consequences. Environmental engineering encourages the extinction of a behavior by not allowing the opportunity to trigger the behavior.

When speaking to Joseph please speak respectfully, presuming understanding and expecting appropriate responses.

TARGET STUDENT DESCRIPTION

Lupita is a good natured, outgoing student. She speaks English, although Spanish is the language spoken at home.

She is co-operative and willing to try various activities. She listens to directions and makes serious attempts to follow them. Her receptive communication skills are stronger than her expressive language skills.

She can read at a first grade level and is learning how to write simple sentences. She is also learning how to extend her vocabulary.

She can participate in both whole and small group activities. It is important that she be actively included, so that she does more than observe.

She can complete assignments with minimum assistance when they are simplified. She responds to probing questions. Sometimes she will be able to do her own writing and on other ocassions she can dictate her ideas, and copy what was written.

She likes to dance, to sing, and to "hang out."

She needs practice in having conversations that go beyond initial greetings.

Her spirit and her enthusiasm make her a joy to work with.

Lupita Camacho

IEP OBJECTIVE/CLASSROOM MATRIX (✓=opportunity to work on IEP objectives)

IEP OBJECTIVES	1rst per Study Skills	2nd per. P.E.	Advis. Advis.	3rd per. Drama	4th per. Health E	5th per. Keybrd	6th per. Vocal	LUNCH
To improve decoding skills, L. will decode and read 10 voc. wrds.from her classes	✓		✓		✓		✓	
To improve writing skills. L.will use proper caps. and write accurate manuscript letters	✓		✓		✓	✓		
To write simple sentences (up to 5 wrds) w/out a model, 3to 5 times a wk. A word list can be provided.	✓		✓		✓			
To compute 15 double digit subtraction problems with regrouping and to check results with a calculator.	✓							
To tell the time her classes begin and end by using a schedule	✓	✓	✓	✓	✓	✓	✓	
To improve social skills, L.will participate in clubs w/2-3 peers from classes								✓
To improve keyboarding and computer skills L. will keyboard given inform. correctly						✓		
To improve receptive lang., L. will follow two step directions in class w/one repetition as needed.	✓	✓	✓	✓	✓	✓	✓	
To expand sentence length,complexity, L. will write correctly 4-5 word sentences with initial cues as needed (cues to be faded)	✓		✓		✓			
To improve social language, when entering a clrm. and participating in clrm activities, L will initiate covers. and cont. over 2-3 turns.	✓	✓	✓	✓	✓	✓	✓	

TARGET STUDENT DESCRIPTION

Charles has been diagnosed as having autism (similar to the character played by Dustin Hoffman in Rainman). He understands a lot of what is being said to him and what is going on around him, although there are times when he seems to be involved in his own thinking or preoccupations (such as numbers). He does respond when prompted to stay on task or to cease talking aloud to himself. Sometimes when asked a direct question, Charles repeats the last word(s) said (echolalia) rather than responding in a direct way. At other times he will respond with one or two words, or even a phrase. He can let his basic needs and wants be known verbally.

Academically, Charles is a good speller. He can read at a third grade level, although his comprehension is at a lower level. He can copy material, and write down information that is dictated to him about his current studies. He does very well with abstract nonverbal tasks, and is able to perceive logical relations, categorize what he has learned, and apply this to new situations. He likes math, and tests at a sixth grad level in this area. He is very capable of using a calculator and enjoys being given tasks which require its use.

He is able to do assignments, including homework, although sometimes his work needs to be modified. He can sometimes offer key words, which in turn can be lengthened into dictated sentences. He needs to know that there are expectations of him . It is important that he be called on in class to remind him of this and to keep him alert.

He can tell time,and keep track of his schedule. He knows where to go and when, who is teachers are, and even notices if a student is absent. He is aware of his surroundings, is very observant, and has a curiosity about many things. He is able to get very involved in projects which interest him. He can participate in class activities, and can assume roles in small groups ; (he loves being time keeper, for example).

Charles gets along well with his peers and they seem to like him. He is almost always good natured and appears to enjoy school.

He know where he lives and is in the process of becoming muni-trained.

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NAME	1st period	2nd period	Advisory	3rd period	4th period	5th period	6th period	Notes
Pablo Calvo-Perez	Study Skills Ms. Chase Rm.110B TA's	Food/Nutrition Ms. Del Prete Rm.114 Para- Dale	Mr. Fogarino Rm. 332 Para-Jenni	Drama DeMatteis 141/aud. T.A. Steve	P.E. Ahlstrom Gym	ESL-Lang. Mr. Suttle Rm. 211 para- Jan	Keyboard Ms. Lee Rm.127 para-Jenni	
Lupita Camacho	Study Skills Ms. Chase Rm.110B T.A.'s	P.E. Mr.Gualco Gym	Ms. Victoire UC 1 Para-Dale	Drama DeMatteis 141/ aud T.A. Steve	Health Ed. Peterson T4 Para-Dale	Keyboard Caughman Rm. 129 Para-Dale	Vocal Ms. Valer M23 Para-Dale	
Nathan Magid	Study Skills Ms. Chase Rm.110B T.A.'s	Food/Nutrition Ms. Del Prete Rm.114 Para- Dale	Mr. Fogarino Rm. 332 Para-Jenni	World Lit Mr. Ritson 202A Para-Dale	Driver's Ed Mr. Leach 110A	Fund Math Mr. Leach 110A	Keyboard Ms .Lee Rm.127 T.A. Jenni	
Brian Huffstuffer	Study Skills Ms. Chase Rm.110B T.A.'s	P.E. Mr.Gualco Gym Para-Jenni	Mr Yee Rm. 223 Para-Jan	Inside work exp. Lib. Para-Jenni	Driver's Ed Mr. Quinn Shop 3	Keyboard Caughman Rm. 129 Para-Dale	Vocal Ms. Valer M23 Para-Dale	
Joseph Napoliello	SWIMMING Ms. Stein Rossi Pool Para-Ryan		Mr. Pleasure M3 Para-Ryan	Art Ms. Yazman Rm. 212 Para- Jan	Health Ed. Peterson T4 Para-Dale	I.W.E. Ms. Chase Cafeteria Para-Ryan	Study Skills Ms. Chase 110B Para-Laura	
Fabian San Luis	SWIMMING Ms. Stein Rossi Pool Para-Ryan		Ms. Victoire UC1 Para- Dale	World Lit Mr. Ritson 202A Para-Dale	Math A 1 Mr. Thomas Rm.225 Para-Jenni	I.W.E. Ms. Chase Cafeteria Para-Ryan	Study Skills Ms. Chase 110B Para-Laura	
Gail Vaughn	Study Skills Ms. Chase 110B Para-Laura	Modern World Mr. Monley Rm.205 Para-Jan	Mr. Armstrong Rm. 305	Ethnic Lit Ms. Lande Rm. 102 Para- Joseph	Vocal Ms. Valer M23 Para-Dale	Data Proc. Ms.Barton Rm. 237 Para-Jenni	Biology Mr. Koski Rm. 322 Para- Jan	

Charles	Study Skills	Modern World	Mr.	Ethnic Lit	Drama	Data Proc.	Biology	
Sang	Ms. Chase	Mr. Monley	Caughman	Ms. Lande	DeMatteis	Ms.Barton	Mr. Koski	
	110B	Rm.205	Rm. 129	Rm. 102	141/aud.	Rm. 237	Rm. 322	
	Para-Laura			Para- Joseph	Para- Jan	Para-Jenni	Para- Jan	
Patricia	Study Skills	P.E.	Mr.	Keyboard	Drama	WORK		
Vaughn	Ms. Chase	Ms. Wert	Mitchell	Caughman	DeMatteis	NATURAL SUPPORT		
	110B	Gym	Rm.205	Rm. 129	141/aud.	My Flower Shop- On Geary		
	Para-Laura	Para-Dale		Para-Dale	Steve/ Laura	Superv. Eric		
Wai Yu	Study Skills	Adv P.E.	Ms.	J ROTC	Health Ed.	ESL Lang.	ESL Reading	
Leung	Ms. Chase	Mr. Callan	Tehan	Meshinsky	Ms. Saunders	Mr. Suttle	Mr. Suttle	
	110B	Gym	Rm.104	Rm. 9	T1	Rm. 211	Rm. 211	
	Para-Laura				Para- Joseph	Para-Jenni	Para-Jenni	

TARGET STUDENT DESCRIPTION

Gail is a very quiet, sweet girl. She does answer questions that are asked of her, but often after hesitating. She sometimes stutters when asked a direct question. She needs practice in simple conversation skills. She rarely initiates conversation with peers, but will when encouraged to do so.

Academically, she tries very hard. She can read, write, and spell at a third grade level. She doesn't always understand everything she has read, although she seems to enjoy reading, and sometimes goes to the public library during weekends.

Her learning modality strength is visual . She does well with visual recognition and visual recall tasks. Her auditory skills are not strong. She also has difficulty with abstract reasoning and making generalizations.

She always attempts to do her homework, which she does independently at home, as there is no one there who can help her. She does have a daily study skills class, and gets some tutoring during advisory.

There is a strong possibility that she has no contact with people other than her family members outside of school. The exception to this is her continuing participation in an after school program at RCH(formerly known as the Recreation Center for the Handicapped). Gail is a strong leader at RCH and tends to be more outgoing and helpful because of her higher functioning skills in comparision to her peers in the group. She also goes to the Black Student Union meetings during lunch at school. It is apparent that she is eager for relationships/friendships in her life. She needs help, however, with basic social skills.

When encouraged, Gail participates in both large and small group activities. She needs a lot of praise and reassurance, and although she doesn't ask for attention, she can benefit greatly from it. When given special recognition, Gail glows. She has a wonderful smile, which can only be seen when she is engaged in a caring interchange.

GAIL VAUGHN

IEP OBJECTIVE/CLASSROOM MATRIX (✓=opportunity to work o objectives)

	1rst perio	2nd period	Advisory	3rd period	4th period	5th period	6th period	Lunch
IEP OBJECTIVE	Study skill	Mod.World	homeroom	Ethnic Lit.	Vocal	Data Proc	Biology	
When asked a quest. G. will respond or say, "I don't know the answer"	✓	✓	✓	✓	✓	✓	✓	✓
When in a social sit. G. will ask another student at least one quest. in an attempt to start a conversation with a peer.								✓
When in class, if G.does not under stand something, she will ask a peer or teacher for help.	✓	✓	✓	✓	✓	✓	✓	
In gen. ed. clrms. G. will write short paragraphs on an assigned topic. She will answer questions adapted from class readings.	✓	✓	✓	✓	✓	✓	✓	
She will talk at least once a day to a peer and report her convers. to her inclusion support teacher	✓	✓	✓	✓	✓	✓	✓	✓
Gail will make eye contact and expand "fine"to a full sentence when used as a greeting.	✓	✓	✓	✓	✓	✓	✓	✓

TARGET STUDENT DESCRIPTION

Brian us a student who can find his seat, get out the materials he needs from his backpack, and sit quietly during a class period. He can respond to being called on when the question is simple and direct. His answers are often one to three words.He can also respond to questions which require a :"yes" or "no" answer.

He is extremely soft spoken, to such an extent that it is often difficult to understand him. He is being encouraged to speak louder and to look at the person who is addressing him. He is more apt to use a "normal" voice volume when speaking spontaneously.

In addition to answering certain questions having to do with content, he can participate in small group activities by calling on who should speak next., by passing out materials, by being time-keeper(perhaps with a stop watch).and other ideas that team members can suggest..

He is able to dictate answers to questions that are put in a format that require him to finish a sentence. Because he usually needs the curriculum to be adapted in such a way that it has more personal meaning to him, this can result in material that can be used for comparisons with the rest of the group's work. (For example, in a writing class, the students were asked about the positive ways that one of the characters in the book they were reading was a good mother . With help, Brian made a list of the ways he thought his mother was a good mother. This list was then compared to the lists of some of the other students.

Brian is learning how to write his name, and can write his first name with prompts. He can connect the dots of other letters, He knows how to write some numbers, so he can copy the date. Each of his papers can have his name and date on them.

Brian has exhibited some behaviors which have diminished considerably. These include running away, and closing doors and windows. Some strategies which seem to work are: reviewing with him where he is and where he is going next. This is done using a small book of photographs which are labeled with the names of his classes, teachers, and paras, as well as the appropriate room numbers , one page per class. When his behavior has been consistently good during a period, a green circle sticker is put on that page with the date; if he has been pretty good but not excellent, yellow, and if he has been misbehaving consistently, a red. (Luckily the latter has not been necessary.) Acknowledging positive behavior at frequent intervals, ignoring negative behavior, as well as redirecting that activity also have proven effective.Again, Brian's behavior has shown remarkable improvement recently.

BRIAN HUFFSTUTTER

IEP OBJECTIVE/CLASSROOM MATRIX (=opportunity to work on IEBP objectives)

	1rst period	2nd period	3rd period	Advisory	4th period	5th period	6th period	lunch
IEP Objective	Study Skill	P.E.	In.Work Exp	Advisory	Drtiver Ed.	Keyboard	Vocal	
To improve voc B.,will read 2 wrds. per wk. in all classes	✓			✓	✓	✓	✓	
To improve writing skills, B. will trace all capital letters	✓			✓	✓		✓	
" learn " "	✓			✓	✓	✓		
To improve math skills, B. will use calculator for add. and sub. problems.	✓							
To improve money skills, B. will purchase items with a list and one dollar bills.	✓							
To improve time-telling skills, B. will use a pictorial schedule with the time pictured and a clock. He will match and say the time.	✓	✓	✓	✓	✓	✓	✓	
To increase friendships, B. will participate in clubs with 2-3 peers from his classes.								✓
To improve self-help skills, B. will will use a pictoial daily schedule to go from class to class.	✓	✓	✓	✓	✓	✓	✓	
To improve behavior, Brian will ask for help in an unsure sit. rather than exhibiting neg. beh. (i.e.touching, closing doors).	✓	✓	✓	✓	✓	✓	✓	
To improve eye contact during conversation, B. will maintain eye contact over 2-3 turns of conversaton. Prompts to be faded.	✓	✓	✓	✓	✓	✓	✓	
To improve expressive lang., B. will maintain approp. speech vol. over 2 convers. turns, with a familiar listener.	✓	✓	✓	✓	✓	✓	✓	

BRIAN HUFFSTUTTER

IEP OBJECTIVE/CLASSROOM MATRIX (=opportunity to work on IEBP objectives)

IEP Objective	Study Skill	P.E.	In.Work Ex	Advisory	Drtiver Ed.	Keyboard	Vocal
To improve convers. skills,Brian will initiate covers.1-2 times during a class period,and answer questions as appropriate	✓	✓	✓	✓	✓	✓	✓
To improve expressive lang.,B. will use his communiocation book to express feelings and needs.	✓	✓	✓	✓	✓	✓	✓
To improve receptive lang., B. will follow a 2 step instructuion presented in class w/ one repition and gesture as needed.	✓	✓	✓	✓	✓	✓	✓
To improve being included in gen. ed. P.E., B.will participate in cl. activities to the best of his ability.		✓					

APPENDIX G

Technical Assistance Center activities and procedures

PEERS II

California Outreach Project for Inclusion

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PEERS OUTREACH DISTRICTS

TECHNICAL ASSISTANCE CENTERS
("TECH CENTER" SCHOOLS)

1. Purpose

To provide outreach to schools within the district as well as schools from other districts in the region, by sharing information that will assist additional school communities with the process of effectively including students with disabilities in general education.

Tech Center schools are selected based on the quality and ongoing development of the school's programs, unique aspects of the school which distinguish it from other inclusive schools, the willingness of the school community to identify a team (educators, administrator, parent) that can share its expertise on inclusive education with others.

The PEERS OUTREACH Project coordinators, Ann Halvorsen and Tom Neary, believe that we all learn best from our peers; for this reason it is critical for schools new to inclusive education to learn directly from others working in classrooms with children, and addressing the issues surrounding inclusive education every day.

2. Activities of Tech Center Teams and Schools

Each school team will identify the parameters of its involvement in activities such as: providing awareness level presentations/trainings, providing implementation or application level trainings, networking with other schools, receiving visitors to the inclusive classrooms. Schools from outside the team's home district will contract with the tech center school to provide for any necessary released time for planning, training, etc. In 1994-1995 the PEERS OUTREACH Project provided each district with a small grant to be utilized in inclusive efforts, including tech center activities. There may be some monies for this through future federal projects as well, but this is unknown at this time.

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3. Process

At the outset of their school's identification as a technical assistance center on inclusive education a school team generally takes several steps which usually include the following steps:

1. Identify Tech Center team members with principal. Include administrator, general education teacher(s), special education support teacher, parent/guardian of included student, and others as appropriate to the school (e.g. paraprofessional, related services staff). Secondary schools may wish to include students with and without disabilities as trainers/presenters periodically as well.

2. Begin team discussions and reach consensus regarding the parameters of involvement, e.g.
   - How many days are we willing to be off-site during a school year?
   - How often are we willing to have visitors to the school for observations?
   - What types of presentations or workshops would we like to do? What are the unique aspects of our programs that we want to highlight? What are the commonalties we share with other schools that we would like to emphasize?

3. Write up tech center team's decisions regarding these parameters.

4. Develop descriptive information about the school and put into visitor packets. If such a generic packet already exists, add information about the school's inclusive education program.

5. Develop presentation agendas, activities and workshop materials and assign roles.

6. Develop guidelines for visitor observations in response to issues such as:

   - Who are the contact persons at the district and school levels?
   - How many visits per month are permitted? (Is there a maximum?)
   - How much advance notice of visits do we want? (1 week? 2 weeks? More?)
   - What is the maximum number of visitors that can come at once? (2? 3?) How many do we want to limit it to in one classroom?
   - Will visitors need to be escorted? If so, by whom?
   - Do we want visitors to communicate their objectives for visits in writing beforehand?
   - How will we arrange time to talk with visitors? Is this feasible?
   - Are there any school rules or guidelines we need to communicate to visitors beforehand or at the time of their visit?
   - How do we want to receive visitor feedback (Written? Oral?/By telephone?)

7. Examine how this new role fits with other outreach activities of your school.

8. Begin your tech center role and enjoy it!

Although we recognize the significant amount of work that is involved in sharing your expertise with others, it can also be a rewarding experience that helps you recognize the quality of your programs, and gain recognition of that quality from others. This process can also assist you in keeping your own momentum going!

Dry Creek Joint Elementary School District
Inclusive Education Committee
DRAFT Tech Center Guidelines (4/95)

Preparation

1. Site description and map of site provided each visitor
2. Brief written information provided on included students

Visit parameters

1. No more than 2 observations per month
2. No more than 10 visitors per observation and preferably 5
3. One site team per observation

Setting up the visit

1. Contact site principal or vice-principal
2. Objectives of visit established

Observation

1. Meet at office for brief overview of program by site administrators
2. Assign visitors to classrooms to observe for 20-30 minutes in each class
3. Visitors may interact with students unless specifically requested by teacher not to.
4. Visitors may be put to work with students
5. When classroom teacher is in the middle of a class lesson, no interruption with questions of interaction with students
6. Meet with special education inclusion teacher in the afternoon after visit.

Follow-up

1. Written feedback sheet from visitors.

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Davis Joint USD
Technical Assistance Center, PEERS Outreach Project
Proposed Guidelines

1. No more than 2-3 observations/trainings on Davis sites per month.
2. No more than 3 trainings on sites outside the district per year.
3. No more than 3-4 visitors at one time
   Teams will include general and special education staff
   Administrators and parents are recommended
4. Material about the program will be provided before the visit
   (This could include a video of the program)
5. Time/space will be allowed for discussion with visitors
6. Guidelines will be developed for visitors within classrooms
7. Visitors will provide specific objectives for the visit and also will provide information on their current status with inclusion
8. The special education teacher will be released to show visitors around

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PEERS II

California Outreach Project for Inclusion

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TECHNICAL ASSISTANCE CENTER TRAINING

November 17, 1995

Agenda

9:00 Coffee, lunch orders

9:15 Welcome: The role of the Technical Assistance Center in
California Department of Education plans
Steve Johnson, Assistant Director, Special Education, CDE

9:35 Purpose and operation of Tech Centers
**What have we learned about demonstration sites?*

**Site Team work: 1. Parameters of involvement*

2. Descriptive information

3. Things to showcase

10:35 BREAK

10:45 Creating winning workshops
Valerie Pitts-Conway, Principal
Boronda Elementary School, Salinas, CA

12:30 LUNCH (Continue AM discussion in site team)

1:15 De-brief Site Tech Center activities

1:45 Issues in inclusion

3:00 Close

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An Outreach Project for the inclusion of students with severe disabilities. Sponsored by the California Department of Education, Special Education Division

Technical Assistance Center

Topic	*Decisions*	*Actions*
Parameters of involvement: Visitor guidelines: Contact person Expectations of visitors		
Number of visits Number of visitors Amount of time for visits Requirements for released time (honoraria, etc.)		
Description of observation (What will it look like? How many classes? Escorted visits? Time to talk?)		
Description of training off-site		

Descriptive Information

What materials will be provided to vistors?

What materials will be provided at trainings off site?

Special Features to Showcase

Issues Groups

During lunch: **Sign up for discussion of topic**

1:45 Brainstorm issues related to this topic at your schools and prioritize those that are most problematic.

Share strategies your school has used and others you've thought of for the most critical issue.

Draft recommendations you'd like to bring back to your team/school for next steps or actions on this issue.

2:15 Large Group De-briefing and next steps

1. **Identify tech center needs from *PEERS/Confederation on Inclusive Education.***

2. **Identify future opportunities for networking across sites (E-Mail? Phone?, Conferences that several sites will be attending?)**

Sample

Topical Group: Scheduling at the secondary level:

1. Brainstorm issues:
   *not enough staff to cover all classes
   *have to schedule by hand
   *master schedule assigns to unwanted classes
   *can't get time to go over homework with students

2. Possible strategies:
   *Develop peer support in classes for transitions
   *get students into master schedule with specfic constraints; work with counselor or hand-scheduling where necessary
   *use advisory period to meet with small groups periodically
   *Propose special education teacher as a resource teacher in classes to co-teach, work with small groups, etc.
   *Look at overall resource allocations through restructuring process at the school

3. Next steps:
   *Propose peer circles strategy to faculty; recruit support through student organizations
   *Develop guidelines for scheduling
   *Begin department level meetings to assess training and information needs.

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Davis Joint USD
Technical Assistance Center, PEERS Outreach Project
Proposed Guidelines

1. No more than 2-3 observations/trainings on Davis sites per month.

2. No more than 3 trainings on sites outside the district per year.

3. No more than 3-4 visitors at one time
   Teams will include general and special education staff
   Administrators and parents are recommended

4. Material about the program will be provided before the visit (This could include a video of the program)

5. Time/space will be allowed for discussion with visitors

6. Guidelines will be developed for visitors within classrooms

7. Visitors will provide specific objectives for the visit and also will provide information on their current status with inclusion

8. The special education teacher will be released to show visitors around

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Dry Creek Joint Elementary District
DRAFT Tech Center Guidelines (10/95)
Heritage Oaks Elementary School

Visit parameters

1. No more than 2 observations per month
2. No more than 10 visitors per observation and preferably 5
3. One site team per observation
4. Visitors should stay at least 1/2 day

Setting up the visit

1. Contact site principal or vice-principal to arrange visit
2. Objectives of visit established
3. Two weeks advance notice

Preparation

1. Teachers involved are notified with a note.
2. Site description and map of site provided each visitor
3. Brief written information provided on included students

Observation

1. Meet at office for an overview of program by site administrators and/or special education staff. (1 hour).
2. Assign visitors to classrooms to observe for 20-30 minutes in each class
3. When visiting a classroom for a short time, visitors should remain at the back with no interacting with students. If the visit is for a longer time, visitors may be participate in the lesson and interact with students.
5. When classroom teacher is in the middle of a class lesson, no interruption with questions of interaction with students. Teachers request no communication with teacher while class is running.
6. Meet with special education inclusion teacher in the afternoon after visit.

Follow-up

1. Written feedback sheet from visitors.

PEERS II

California Outreach Project for Inclusion

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Pierce Joint USD
Inclusive Education Committee
November 14, 1994

Members present: Dixie Clark, Stacy Buchignani, Amy Kuykendall, Garry Schneider, Ellen Armstrong, Liss Oliveira, Claudia Flory, Tom Neary.

I. Technical Assistance Center: The group generated guidelines for the use of tech centers in Pierce Joint USD and how to establish observations and trainings. The following ideas were generated:

Observations

Visitors

a. must be implementing or about to implement inclusive education as defined in the procedures guide. (membership in general education class(es), support provided, team meetings, transition to next grades with peers, no special day class except as a learning place for all students on the campus)

b. no more than 3 visitors at one time

c. teams consists of general and special educators. Preferred team consists of administrator, general and special educators and parent.

d. must follow in-class guidelines (observe quietly, etc.)

e. Maximum observations are 2 per month

f. Length of observations is 1/2 day (8:45-12:30 or 9:00 to 1:00)

Observation set-up

a. Complete observation form (see Colusa County form)
    1. names/roles of visitors
    2. objectives for the visit
    3. status of inclusion at the site

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    4. level of understanding/commitment to inclusion

b. Contact site administrator to set up visit

Day of observation

a. initial meeting in the morning (10-15 minutes)
    1. welcome
    2. overview to the program provided by site staff
    3. additional questions from visitors
    4. provide schedule and information on site
    5. receive visitor guidelines
        a) observe quietly unless teacher invites interaction
        b) hold questions until post-observation discussion
    6. set up lunch plans

b. post-observation meeting (15-30 minutes)
    a. answer questions about program
    b. provide examples of program worksheets
    c. establish follow-up plans
        1) training at visitors' site
        2) phone contact
        3) send materials
        4) link job alike staff

Hand outs

a. information on the site and the program

b. the visitation schedule

c. the collaboration schedule (where are staff?)

d. matrix information-how IEP objectives and curriculum match
    1) have samples from all grade levels (elem./middle/H.S.)

Additional.

a. Have student program information in each room available for visitors to examine (similar to a substitute packet) or provide a sample with parent permission.

Off-site trainings

Training set-up

a. initiated through site administrator

b. consider asking requester to visit site first

c. establish needs and workshop expectations: (Complete a *training request* form)
  1) audience
    a) grade level
    b) interest in inclusion (self initiated or mandated)
  2) level of inclusive education currently
  3) problems/concerns list

d. must ensure enough lead time to prepare a tailored presentation
  1) set up through teleconference with team?

Criteria for training

a. Commitment to inclusive education

b. Must involve general and special educators and administrators

c. Preference for audiences that include parents

d. Preference for sites/districts that have observed

Number of trainings allowed

a. No more than 1 per month

Training team

a. Must include both general and special educators

b. Administrator and parent recommended

c. Trainers must be good trainers/presenters

Additional needs

a. must arrange for a sub for staff training

APPENDIX H

Procedures guides

Pierce Joint Unified School District

Inclusive Education Procedures Guide

BOARD APPROVED February 15, 1996

This Procedures Guide is is the result of a multitude of hours of work by many in the district. The following members of the Pierce JUSD Inclusive Education Committee are acknowledged:

Ellen Armstrong
Stacy Buchnigani
Dixie Clark
Debra Doss
Claudia Flory
Donna Green
Pat Hamilton
Amy Kuykendall
Barbara Scheimer
Lisa Olivera
Christy Robinson
Gary Schneider
Rhonda Souza
Carla Stevens
Dian West

Mission

Pierce Joint Unified School District believes that all students can learn and succeed.

Parental involvement in education is welcomed.

Students will develop respect for our culture and learn to be productive citizens with a strong sense of community.

The District values the enrichment which cultural diversity provides to our schools.

District demographics

Pierce Joint Unified School District is one of four school districts in the Colusa County SELPA. Located in the southern portion of the County, Pierce also provides services to students living in the northern Yolo County town of Dunnigan. Four schools serve students in the Pierce Joint Unified School District, three of which are located in the town of Arbuckle and one serving students K-6 located in the town of Grimes. The area is primarily agricultural and does not have a diverse economic base. The seasonal industry relates to an unemployment average of 30%, (EDD Labor market), and a high mobility rate.

Arbuckle Elementary School is a K-6 school with an enrollment of approximately 510 students. Ethnicity is 55% Hispanic, 41% Caucasian, 4% African American and approximately .1% Asian. Approximately 67% of the students receive free/reduced breakfast and lunch.

Lloyd G. Johnson Junior High School serves approximately 200 students in the 7th and 8th grades. The ethnic diversity of Johnson is 52.8% Hispanic, 42.1% Caucasian and 5% African-American. Approximately 55% of the students receive free/reduced lunches. There is a permanent staff of 6 teachers and currently 7 teachers are shared with the high school, which is located in close proximity.

Grand Island Elementary School is a K-6 school located in Grimes. The average enrollment of 85 students is approximately 70% Hispanic and 30% Caucasian. In 1995, 72% of the student population qualified for free/reduced lunch. A pre-school program has been established at Grand Island in conjunction with Migrant Education.

Pierce High School, located in Arbuckle, serves approximately 275 students. The ethnic diversity of Pierce includes 57% Hispanic, 39% Caucasian and 4.2% African-American. Twenty percent of the students are limited or non-English speaking. There is a significant number of students (12% in 1994), who leave during the school year to travel to Mexico, requiring enrollment in the school's independent study programs.

What is inclusive education?

Inclusive education refers to an educational process whereby each student, regardless of ability, is assured equal access to the educational options and supports provided by a school district to all children of the same age. In inclusive schools, special education and related support services are provided in regular classroom and school settings and students and staff are supported to ensure success.

The following characteristics are indicators of fully inclusive programs for students with disabilities. These characteristics are meant as guidelines in planning for inclusion and also as a means for maintaining the integrity of the term, *Inclusive or Supported Education.*

1. Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools or schools of choice when these options exist for students without disabilities.

2. Students move with age-appropriate peers to subsequent grades in school.

3. No special class exists for included students except as a place for enrichment activities for all students.

4. Disability type or severity of disability does not preclude involvement in full inclusion programs. The IEP has the responsibility to determine the most appropriate service option for individual students.

5. The special education and general education teachers collaborate to ensure:
    a. the student's natural participation as a regular member of the class
    b. the systematic instruction of the student's IEP objectives
    c. the adaptation of core curriculum and/or materials to facilitate student participation and learning.

6. Effective instructional strategies (eg. cooperative learning, activity-based instruction, whole language) are supported and encouraged in the general education classroom.

7. The staff to student ratio for an itinerant special education teacher is equivalent to the special day class ratio, and aide support is at least at the level that would be exist in a special day class.

8. Supplemental instructional services (eg. communication, mobility, adapted P.E.) are provided to students in classrooms and community settings through a transdisciplinary team approach.

9. Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents and related-service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.

10. There is always a certificated employee (special education teacher, resource specialist or other) assigned to supervise and assist any classified staff (eg. paraprofessional) working with students in general education classrooms.

11. Special education students who are fully included are considered a part of the total class count for class size purposes. In other words, even when a student is not counted for general education ADA, s/he is not an "extra" student above the contractual class size.

12. General ability awareness is provided to staff, students and parents at the school site through formal or informal means, on an individualized basis. This is most effective when ability awareness is incorporated within general education curriculum.

13. Plans exist for transition of students grade to grade and to next schools of attendance for inclusive situations.

14. Districts and SELPAs obtain any necessary waivers of the Education Code to implement supported education.

15. Supported education efforts are coordinated with school restructuring at the district and site level.

16. Adequate training/staff development is provided for all involved.

In summary, all students are members of the general education classroom, with some students requiring varying levels of support from special education. Hence the term "Supported Education". This term, though synonymous with "Full Inclusion", is explicit in acknowledging the importance of providing support services within the regular classroom, when necessary, to ensure a quality educational program.

PEERS Project 1994
With appreciation to Dr. Wayne Sailor, "Special Education in the Restructured School" Remedial and Special Education, *12, 6* (1991).

Roles and responsibilities

What are Inclusion Support teachers responsible for?
Inclusion Support and general education teachers will collaborate to ensure that smooth transition of students identified for special education occurs. Honest dialogue will be encouraged. Placement decisions will be determined based upon staff consensus of student learning styles matched with teacher teaching styles and grade level/classroom make-up. Inclusion Support teachers are responsible for:

1. Adapting curriculum
2. Writing up goals and objectives in collaboration with general educators
3. Overseeing services
    a. training instructional assistants
    b. evaluating instructional assistants
4. Reviewing goals and objectives in annual reviews
5. Assessing for current levels of performance and completing annual academic assessments
6. Setting up collaborative meetings
7. Being committed to time frames and scheduling in the classroom.
8. Supporting both students with special needs and general education students in the classroom. (ie. providing reading instruction)

9. Adapting to the needs of general education teachers.
10. Team teaching with general education teachers.
11. Working to obtain necessary instructional assistants and other support, e.g. peer tutors, parent volunteers.
12. Informing general education teachers about the most effective and preventative strategies for student with behavioral problems.

What are General education teachers responsible for?

1. Being informed about inclusive education through the continued offering of inservice training opportunities.
2. Collaborating with special education teacher to plan for individual students for:
   a. identifying how students will be involved in classroom.
   b. adapting curriculum as need arises.
   c. overseeing instructional aides.
   d. establishing behavioral expectations and consequences.
3. Participating in IEPs prior to students entering class and in the decision making process leading to placement.
4. Ensuring the student with special needs is accepted by classmates and meets his/her potential and establishing a non-threatening environment.
5. Becoming informed regarding the student by observing them in their current classroom.
6. Having high, but appropriate expectations.
7. Sharing responsibility for addressing IEP objectives.
8. Recognizing that students with special needs are their students.
9. Informing other teachers about the most effective preventative and emergency strategies for students with behavior problems.

How are general education teachers and students with special needs matched?

1. Criteria for selection
   a. Receptivity
   b. History of interaction with specific student or students with disabilities
   c. Style of teaching to different abilities
   d. Interactive teaching style
   e. Attitude toward inclusion
   f. Teaching style
   g. Classroom environment

    h. Student needs
    i. Training
    j. Experience

What are Site Administrators responsible for?

1. Participating in School Success Team meetings
2. Participating in site level planning teams (key member)
3. Assisting in determining placement in general education class
4. Being an active member of the IEP team.
5. Participating in evaluation of special education teachers.
6. Promoting and supporting inclusive education based upon Pierce JUSD policies.
7. Facilitating and monitoring site programs.
8. Checking with each general education teacher quarterly to deal with concerns before they become calamities.
9. Encouraging and support weekly collaboration meetings between general education and special education staff and be aware of transition meetings.
10. Communicating with all to keep all systems up and running.
11. Ensuring that staff receive inservice training and attending those inservices.
12. Dealing with student discipline and safety issues.
13. Participating in solving parental and staff concerns.

What are Special Education administrators responsible for?

1. Participating in site level planning team meetings.
2. Participating in the evaluation of special education teachers.
3. Promoting and supporting inclusive education.
4. Facilitating and monitoring site programs.
5. Communicating with all to keep systems up and running.
6. Ensuring that staff receive inservice training.
7. Participating in solving parental and staff concerns.
8. Ensuring that appropriate support is provided to students and the program.
9. Ensuring that interpreter services are available.
10. Lobbying for services at the state level.
11. Facilitating collaborative planning time.
12. Running interference in administrative issues.

What are Related service providers responsible for?

1. Participating in planning team meetings

2. Recommending integrated therapy strategies
3. Being available for team teaching
4. Collaborating on problem solving
5. Participating in School Success Team meetings.
6. Providing counseling services when needed.
7. Providing role specific services:
8. Advocating for inclusive programs.
9. Observing students in classrooms and providing in-class services whenever possible..
10. Providing pull-out services when necessary.
11. Being flexible in scheduling.
12. Providing staff development regarding referrals.
13. Supporting interventions/strategies determined by team planning.
14. Collaborating with general and special education teaching staff.
    a. Psychologist
        1) Assessing students for eligibility and service decisions.
        2) Acting as case managers for behavioral programs
        3) Explaining placement criteria to staff and families.
        4) Initiating informal conferences.
    b. Speech and language specialists
        1) Assessing students for speech and language eligibility and appropriate services.
    c. Adapted P.E. specialists
        1) Including whole class in adapted P.E.
        2) Assessing students regarding adapted P.E. needs.
    d. Nurses
        1. Acting as case managers in specialized health care procedures.
        2. Developing specialized health care protocols for individual students.
        3. Monitoring medication programs.
        4. Acting as referral sources for Health professional.
        5. Following through on referrals to social services.

What are Instructional Assistants responsible for?

1. Providing direct instruction to students under supervision of special education teacher
2. Supporting instruction of other students under direction of general education teacher and special education teacher.

3. Providing specialized health care procedures under supervision of nurse and special education teacher
4. Participating in planning for student programs.
5. Implementing interventions for student behavioral programs.

Student planning

What is Pierce Joint Unified School District's general approach to student planning?

In planning for students with varying levels of specialized service needs, educational staff, working in conjunction with families, take a whole-child approach. Determining curriculum and support services is addressed in a collaborative and on-going manner, in recognition that each child is different. Students with special needs vary in the level of intensity of support and program modification needed. There are students who require only periodic support services in modifying test formats, or in study skills and there are also students who may require continual support throughout the school day to adapt curriculum or to provide on-going positive behavioral or specialized health care support.

Assigning students to specific classes

The Inclusion Support teacher will meet with all grade level teachers in order to let those teachers know the learning characteristics and numbers of students with special needs who will be attending in the next year. Teachers will openly share their ability to work with students with certain types of needs. Teachers will come to consensus on the placement of all students so that students with special needs are not grouped in one or more classrooms.

The process for developing class lists at Arbuckle Elementary is described below:

Goal: To achieve balanced class lists.

Teachers are requested to attend their grade level meeting **without** their list completed.

1. RSP Teachers should meet with all the grade level teachers in order to let those teachers know the number of students with disabilities, number of RSP students, etc. who will be enrolling for the next year. Teachers need to be honest about discussing how well they work with certain types of disabilities. Teachers will need to come to consensus on the placement of these students so students are not concentrated in certain classes.

2. The grade level team will need to meet with the receiving grade teachers. A lunch count list for each class is brought along with a placement list for students receiving special education services.

3. A grade level decision is made on how to label students in terms of grade level at high, medium or low and in terms of behavioral concerns.

Ex: High= above grade level
Medium=at grade level
Low=below grade level
Behavior concern=several conduct notices have been sent home this year

4. All the highs at that grade level are totaled and divided by 3 (or however many teachers are in the next grade).
With the request list in hand, each class list is balanced with highs, especially those students with academic leadership. Achieving a balanced class list is not only important for teachers, but for classes, as well.

5. Total mediums and lows are divided by the number of teachers at the grade level. When lists are completed, the following factors are counted: the number of boys and girls; the number of students with perceived behavior problems in each class; ethnic balance; number of parents who volunteer; number of students with special education needs; and any other critical factors that may be at issue.

6. Refine the lists. The final list is double checked for any possible conflicts. Receiving teachers then initial the final lists and turn them into the office.

Student planning strategies

One of the strategies found to be most successful in supporting student success is the School Success Team/Student Study Team meeting in which students who a.) are currently receiving special education services, b.) are not succeeding for any number of reasons including behavioral problems, c.) are at risk of failure in the general education program, d) require a more challenging curriculum or have an accelerated program, are discussed. During these meetings, current approaches are discussed and evaluated and strategies for success are generated. The School Success Team is chaired by the school psychologist or designee, and involves the student's parents and general education teacher, site principal, speech and language and adapted P.E. specialists, special education teaching staff and representative general education teachers from primary and upper elementary. Meetings are held every weekly from 7:30 to 8:30. Referrals may be initiated by anyone and meeting minutes are kept of each meeting. The format for Student Success Team meetings follows the child study team format.

SST Definition and Referral Sequence

Definition

The SST is a regular education function. This process is designed to review individual student problems in order to plan instructional strategies or adaptations in curriculum and/or behavioral plans and if necessary, reach a consensus on referrals to alternative programs, special education services or to community agencies. The make-up of this team includes: 1) principal or vice-principal; 2) two to three general education teachers; 3) a counselor; and when appropriate, 4) a school psychologist, special education teacher, parent and student. All members are on equal footing for this process.

Step one: Teacher attempts two to three instructional or curriculum modifications or makes attempts to call attention to behaviors with the student and/or parents.

Step two: Teacher and parent meeting

1. Identify student successes
2. Discuss problem(s) and behavior(s) of concern. An optional parent information form may be completed at this time when the issue of substance abuse is suspected. Develop the plan as appropriate.
3. Discuss previously tried modifications by the teacher.
4. Develop a written action plan for modifications and intervention.
5. Establish a date to review program modifications.
6. If program modifications prove ineffective, the teacher implements Step three.

Step three: Teacher and Site Administrator meet

1. Identify the student strengths
2. Program modifications are attempted based upon administrator/teacher conference and/or student observations.
3. Parents may be made aware of school's concern, if not previously involved.
4. A date to review program modifications is established.
5. A referral date is made to the Student Study Team after the review if modifications proved ineffective.

Step four: Child/Student Study Team

1. Site administrator, School Psychologist or designee will chair the Child/Student Study Team at regularly scheduled meetings.
2. Teacher preparation is completed by the teacher and the student's name is placed on the agenda.
3. Appropriate participants are notified.
4. The referring teacher/counselor is responsible for seeing that the parents and student are contacted about attending the SST meeting and prepares them to participate as appropriate.
   a) Chairperson sends written notification to parent.
   b) The day before the SST meeting, parents are contacted to remind them of the meeting.
5. Team meets to discuss the case and make recommendations.
   a) Further modifications can be implemented with assistance from consultants, Ie. psychologist, speech and language specialist, curriculum consultant, school and family resources, nurse, etc. as appropriate, OR
   b) Referral process for special education assessment or other intervention is initiated if appropriate.
6. Chairperson will be responsible for preserving the Student Summary or Child/Student Study Team Intervention Plan report form appropriate.
7. A follow-up date will be set to evaluate the results of the actions taken.

SST Membership roles:

1. Chairperson:
   *coordinates logistics before and after the meeting;
   *is aware of available resources and where to locate them;
   *helps recorder to take accurate notes
   *assumes ultimate responsibility for group decisions.

2. Facilitator:
   *checks for meaning and understanding from the group;
   *encourages input from all team members;
   *helps the group to stay focused;
   *clarifies priorities when time is short;
   *helps group move to Action Plan;
   *helps group find win-win solutions.

3. Recorder:
   *listens carefully for key words and ideas to be recorded;
   *writes input on Team Summary.

4. Team Members:
   *respect and listen to other individuals;
   *keep open minds;
   *focus energy on the problem at hand;
   *check Team Summary for accuracy.

A flow chart for the School Success Team process is shown in appendix ___.

Developing written instructional plans

A very critical critical is that written plans are developed for each student with an IEP to support their success in general education programs. The number of staff involved with each student demands that each person is well informed about the needs of the student, the interventions in place and strategies for ensuring success. Written student plans are created by student planning teams, which meet on a regular basis.

Specific planning process

1. Curriculum development: In planning to meet the specific IEP objectives for each student with special needs in the context of the general education curriculum and general school routine, a number of steps are completed.

   a. Meet with families to gather information on family goals, interests and critical needs for current and future environments and activities. A parent interview process is the recommended strategy. (See appendix)

   b. Complete a preliminary matrix of IEP objectives and classroom scheduled activities. This is a collaborative process between the general education teacher and the special education support teacher.

   c. All special education support staff, (teacher, speech and language specialist, adapted P.E., vision specialist, occupational therapist) observe the student in the general education classroom and school environment to determine current level of performance and strategies for supporting learning.

   d. Special education support staff, in collaboration with the student's general education teacher, will develop a classroom participation plan to be maintained in a student binder accessible to instructional staff. (See appendix__)

   e. Regularly scheduled student planning meetings will be established to review progress, establish plans for dealing with upcoming events and activities and address transition planning. Meetings are held at least once a month and minutes of meetings are kept with an action plan. (See appendix __)

For each student with intensive special education needs, a Student Binder will be kept including the following materials:

1. General information
    a. Peer support/involvement
    b. Safety issues
    c. Physical needs
    d. Medications
    e. General comments

2. IEP Summary Sheet

3. Classroom participation plans (Basic Skill Objectives)

4. Anecdotal records
    a. Curricular
    b. Behavioral

5. Working Together (Collaboration minutes)

6. Staff Communication Sheets

7. IEP Tracking Sheets

How do we prepare for student who might have behavioral challenges?

When a student appears to have significant behavioral problems, the responsibility will lay with the special education teacher and/or the current general education teacher, (if the student does not qualify for special education), to communicate the most effective preventive and emergency strategies for that student to the current teachers. This information process can begin during development of initial class lists in the Spring.

If a student who receives special education services has serious behavior problems, the inclusion teacher will convene a planning team meeting to discuss what immediate steps can be taken to address the problem. This may result in implementation of a functional assessment and development of a positive behavioral intervention plan as outlined in the *Positive Behavioral Intervention Regulations*, Section 3001 and 3052 of Title 5 of the California Code of Regulations under the coordination of the school psychologist.

What steps will be taken to ensure successful transition?

Transition from out-of district

1. Administrative placement with current IEP
2. Complete permission form for sharing information
3. Contact by psychologist of special education teacher with staff at previous placement
4. Observations and/or conversations re: student abilities, needs
5. Support provided in class by special education staff
6. Review records and observations
7. IEP meeting

Transition with planning time available

1. Meet with current teachers or talk by phone
2. Meet with student/family-welcome to campus, tour campus
3. Observe student in current setting
4. Generate strategies and learning style information
5. Match student to general education teacher(s)
6. IEP/transition planning

Transition from school to school within district

When	What	Who
February	Identify transitioning student	Current Special education teacher
March	Hold transition meetings to discuss all transitioning students	Special education staff
April	Schedule IEP with both cooperating special education teachers	Psychologists/special education teachers
End of April	Schedule secondary students into classes	Team

Transition within the school from class to class

When	What	Who
March/April	Identify transitioning students	Current teachers
March/April	Meet to discuss strategies/ learning style/abilities/ service needs/numbers	Planning team
May	Schedule students in secondary classes	Team
By June	Observe in current settings	Next general education teachers
By June	Hold IEP	

2. Establishing support systems: In recognition that students with special needs may require additional support in developing friendships, the following strategies may be implemented:

- a. Development of circle of friends. General or special education staff may request students from the same class to form a support group to share ideas for involving a student with special needs in school and community activities. Circle meetings may be held at lunch time or after school, and may be social in nature as in the case of pals at lunch clubs or action oriented as in the case of peers who meet to help adapt curriculum.

- b. MAPS or Personal Futures Planning. Friends, relatives and educators may meet to share hopes, dreams, nightmares and ideas for the future. MAPS involves a facilitator and group memory recording. Participants generate a shared image of who the student is, the future they hope for that person and the steps each person will take to ensure the completion of goals.

How will enrollment of students with special needs occur?

Any student with or without special needs is welcome in the Pierce Joint Unified School District. Enrollment procedures for students who need special assistance to benefit from education are no different than for any other student. Families may enroll students at the school office (Arbuckle Elementary, Johnson Junior High, Pierce High) and may at that time request a referral for special education services. School staff may also refer a student for assessment following the SST procedures noted above to see if they qualify for special education services.

How are high school students with special needs enrolled in core curriculum and elective classes?

High School students in Pierce Joint USD complete tentative schedules (including alternatives to first choices) with their advisor during April and May. Tentative schedules are approved by parents and returned to school. During the summer, a master schedule is built considering student choice, required classes and conflicts in schedule. Students with special needs are enrolled in the same manner, at the same time, in consultation with the special education teacher and in coordination with the student's IEP.

How will teachers and families be prepared for inclusion?

Inservice training

1. Topics:
    - a. Attitudes; role of educators in providing services; fears
    - b. Definition of inclusion
    - c. Implementation strategies
        - 1). Curriculum planning
        - 2). Curriculum adaptation
        - 3). Support models
        - 4). Behavioral strategies
2. Strategies for providing training

Arbuckle Elementary School took a number of proactive steps in preparation for inclusive education and in line with their school restructuring process. These steps offer an excellent opportunity for concerns and issues to be addressed and resolved. The chronology of steps taken include:

- a. site administrator visited the Williams Elementary Inclusive program (Spring 1992);
- b. seven students were identified to be re-integrated/transitioned to their home school (Spring 1992);
- c. transition planning meetings are held (March 1992);
- d. transition IEPs are held (June 1992);
- e. staff attends Schools Are For All Kids (SAFAK) Team training (August 1992);
- f. planning meetings held for individual students prior to school start (August 1992);
- g. Full Inclusion team developed at Arbuckle Elementary School site (September 1992);
- h. ability awareness week held (October 1992);
- i. weekly and monthly planning meetings initiated (Oct. 1992);
- j. staff attend School Are For All Students (SAFAK) Team training (February 1993);
- k. SAFAK Committee organized on site (February 1993);
- l. MAPS/circle of friends meetings held (April 1993);
- m. presentation to Pierce JUSD School Board (April 1993);

n. staff attend week long summer institute training on inclusion (August 1993);
o. planning meetings held for individual students prior to school start (August 1993);
p. District level planning meetings initiated (September 1993);
q. inclusion of all students with learning disabilities (Fall 1993);
r. School Success Team developed combining Child Study Team and SAFAK team (September 1993);
s. planning meetings are held on an ongoing basis.

Participation in training institutes is an excellent way to prepare for restructuring for inclusive education. This allows for all to hear the same information, to plan as a team and to bond. Teams should include parents, general and special education staff and site administrators.

Another critical step is to build in time for transition steps. This allows for the opportunity to observe and get to know students before they start in a classroom. (See transition planning above).

Finally, the key to continued success of inclusive practices is ongoing planning and preparation. Successful inclusive schools provide ongoing planning team meetings to share information.

Appendices

A.1. School Success Study Team Definition and referral sequence

A.2. SST Membership Roles

A.3. SST Tracking Checklist

A.4. SST Referral Form

A.5. SST Referral letter

A.6. SST Team Planning Worksheet

B. Parent Interview Process

C. Student Planning Team minutes

D. Student Binder list

SCHOOL SUCCESS STUDY TEAM DEFINITION AND REFERRAL SEQUENCE

DEFINITION

The Child/Student Study Team is a regular education function. It is a process of review individual student problems and planning instructional strategies, adaptations in the curriculum or for reaching a consensus on referrals to alternative programs, special education, or community agencies. The make-up of the team includes a principal or vice-principal; 2-3 teachers; a counselor; and, when appropriate, the school psychologist; special education resource teacher, parent(s) and the student. All members are on an equal footing for this process.

STEP ONE: Teacher attempts two to three instructional or curriculum modifications or makes attempts to call attention to behaviors with student and/or parent.

STEP TWO: Teacher and Parent Meeting

1. Identify student successes.
2. Discuss problem(s) and behaviors of concern. Optional Parent Information form may be completed at this time when the issue of substance abuse is suspected. Develop plan as appropriate.
3. Discuss previously tried modifications by teacher.
4. Develop written action plan for modifications or intervention.
5. Establish a date to review program modifications.
6. If program modifications prove ineffective, teacher implements Step Three.

STEP THREE: Teacher and Site Administrator Meet

1. Identify the student strengths
2. Program modifications are attempted based on administrator/teacher reference and/or student observations, etc.
3. Parents may be made aware of school's concern, if not previously involved
4. A date to review program modifications is established
5. A referral is made to the Student Study Team after the review if modifications prove ineffective.

STEP FOUR: Child/Student Study Team

1. Site administrator, School Psychologist or designee will chair the Child/Student Study at regularly scheduled meetings.
2. Teacher preparation is completed by teacher and student's name is put on the agenda
3. Appropriate participants are notified
4. The referring teacher/counselor is responsible for seeing that the parents and student is contacted about attending the CSST meeting and prepares them to participate as appropriate
    a) Chairperson sends written notification to parent
    b) The day before the CSST meeting, parents are contacted to remind them of the meeting
5. Team meets, discusses the case and makes recommendations
    a) Further modifications can be implemented with assistance from consultants, i.e., psychologist, speech and language specialist, curriculum consultant, school and community resources, nurse, etc., as appropriate OR
    b) Referral process for special education assessment or other interaction is initiated, if appropriate.
6. Chairperson will be responsible for preserving the Student Summary or Child/Student Study Team Intervention Plan report form appropriate.
7. A follow-up date will be set to evaluate the results of the actions taken

SST MEMBERSHIP ROLES

CHAIRMAN
- coordinates logistics before and after meeting
- is aware of available resources and where to locate them
- helps recorder to take accurate notes
- assumes ultimate responsibility for group decision

FACILITATOR
- checks for meaning and understanding from group
- encourages input from all team members
- helps the group stay focused
- clarifies priorities when time is short
- helps group move to Action Plan
- helps group find win-win solutions

RECORDER
- listens carefully for key words and ideas to be recorded
- writes input on Team Summary

TEAM MEMBERS
- respect and listen to other individuals
- keep open minds
- focus energy on problem at hand
- check Team Summary for accuracy

ARBUCKLE ELEMENTARY SCHOOL
SCHOOL SUCCESS TEAM
TRACKING CHECKLIST

STUDENT: ______________________________

TEACHER'S CHECKLIST

DATE

___ ____________ Identify Concern/Need

___ ____________ Parent Conferences/Phone Contact

___ ____________ Site Administrator Contacted

___ ____________ Parent Input Form Sent

___ ____________ Complete Referral Form - Turn into Chairperson

CHAIRPERSON'S CHECKLIST

DATE

___ ____________ Referral Packet Complete

___ ____________ Chairperson Arranges Meeting Date/Time

___ ____________ Team Members Notified

___ ____________ Parent Notification Sent

___ ____________ Initial SST Meeting

___ ____________ Follow-up Meeting

___ ____________ Review Meeting

SCHOOL SUCCESS TEAM REFERRAL FORM

DATE: ____________

NAME: ______________________________ SEX: ____ BIRTHDATE: ____________

GR: ______ PARENT/GUARDIAN: ____

TELEPHONE: __________________ ADDRESS: ______________________________

____

PRIMARY LANGUAGE: ______________ LANGUAGE PROFICIENCY TEST: ________

Referring Teacher(s): ____

I. Reason for Referral:

- ☐ Discipline
- ☐ Learning Difficulty
- ☐ Perceptual Motor
- ☐ Environment
- ☐ Achievement
- ☐ Language Development
- ☐ Social Adaptation
- ☐ Suspected Substance Abuse
- ☐ Medical
- ☐ Speech
- ☐ Student

Give a short explanation for all areas checked above: ____________________

____

____

II. Indicate attempts you have made within your educational program to resolve the concerns listed. SB 1870 requires documentation of the school level resources considered and the outcome of each intervention before a reference is made for special education services.

Check What You Have Tried	How Did It Work?
☐ Preferential Seating	____________________
☐ Differential Instructional Materials	____________________
☐ Instructions and directions repeated, written and/or spoken louder or more slowly	____________________
☐ Re-teaching or after school tutoring (circle one)	____________________

Check What You Have Tried	How Did It Work?
☐ Classroom Contracts	________________
☐ Partner or Buddy System	________________
☐ Instructional Aides District Services	________________
☐ Cross-age grade tutoring or parent volunteer	________________
☐ Counseling or conference with parent volunteer (circle one)	________________
☐ Other (explain)	________________

III. Complete the Performance Rating Scale and Student Data Cumulative Folder Check and return all forms to the Principal.

STUDENT DATA CUMULATIVE FOLDER CHECK
(Office Use Only)

CUMULATIVE FOLDER CHECK:

Entered School (Date, City) ________________________________

Number of Schools Attended ________________ Retentions __________

Dates and titles of prior testing (e.g. CTBS).

__________ :: __________ :: __________ :: __________

__________ :: __________ :: __________ :: __________

__________ :: __________ :: __________ :: __________

Attendance patterns (request an attendance check)

____

____

Date and reason for previous referrals (if any)

____

____

ARBUCKLE ELEMENTARY SCHOOL
Patricia Hamilton, Principal
701 Hall Street
P.O. Box 100
Arbuckle, CA 95912
(916) 476-2522

A Place to Learn   A Place to Grow   A Place to be Proud

Date: ____________________

Dear ____________________:

Your child has been referred to our school Success Team. The purpose of this meeting is to discuss your child's progress and any difficulties he/she may be encountering. We would like you to be a part of this team, to share your opinions and information with us regarding your child.

The team will be meeting on __________________ at __________________
(date) (time)
in ____________________.
(room #)

You are urged to participate with the School Success Team as it reviews your child's school program. Your input will enhance the plans to help your child. If you cannot attend this meeting, please contact the school office.

The following professional staff members who may be attending the School Success Team meeting: Principal, your child's teacher, Resource teacher, Psychologist, Speech/Language Specialist, Classroom teacher, counselor, and or school nurse.

Sincerely,

____

STUDENT SUCCESS TEAM
(Team Planning Worksheet)

Date ____________ Initial ☐
Student ____________________ Follow Up ☐
Referring Person ________________________ Next Mtng __________
Team Members Present ____
____

Our Major Goal is ____
Student's Primary Need ____

"WORKING TOGETHER"

Action by who/timeline	Planning Notes

Action by who/timeline	Planning Notes

ICSM
FAMILY INTERVIEW

Interview date ______________________

Student ______________________

Birthdate ______________________

Address ______________________

____

Phone (Home) ______________________ Phone (Work) ______________________

Directions to place of interview ______________________

____

Parent/Care provider's name ______________________

Other individuals to contact:

Name ______________________

Phone ______________________

Relation ______________________

Permission granted ______________________

Best time and day for contact ______________________

Phone ______________________

Best time and day(s) available for planning meetings ______________________

Local environments: ______________________

____

Medical considerations ______________________

____

____

Equipmemt considerations ______________________

____

____

Additional services providers (Regional Center, CCS, etc.) ______________________

____

____

WEEKDAY SCHEDULE

Student ____

List information from the time the student gets up and goes to school until the time he/she arrives home from school and goes to bed.

AFTERSCHOOL ROUTINE

Student participation	Area to target	Family	Student

WEEKDAY SCHEDULE

Student ____

List information from the time the student gets up and goes to school until the time he/she arrives home from school and goes to bed.

MORNING ROUTINE

Student participation	Area to target	Family	Student

WEEKDAY SCHEDULE *(CONT.)*

EVENING ROUTINE

Student participation	Area to target	Family	Student

WEEKEND ROUTINE

Student participation	Area to target	Family	Student

TRCCI; 1992

BEHAVIORAL AND BASIC SKILLS INFORMATION

Student ____

Activities student likes to do/does not like to do

How does s/he let you know? *(If parent is providing information)*

Interaction student enjoys/does not enjoy

How does s/he let you know?

Tell me about friendships/relationships. What are some of the things your child does with friends?

What are your dreams for you son/daughter?

Is there any additional information about your son/daughter that we haven't talked about regarding:

Communication (receptive/expressive)

Mobility

Toileting

Foods/drinks s/he likes or dislikes

Are there any behaviors of concern?

BEHAVIORAL AND BASIC SKILLS INFORMATION *(CONT.)*

How do you deal with problem behaviors?

Describe the best way for your childto learn a new skill.

Describe your child's opportunities for decision/choicemaking

List some of your child's strengths.

How does your child problem solve? Make decisions?

MEDICAL

Medications used ____________________

When ____________________

Physician ____________________

Allergies ____________________

Side effects of medication ____________________

Impact on learning ____________________

Other ____________________

What things that we haven't talked about yet are important to you or other family members?

BEHAVIORAL AND BASIC SKILLS INFORMATION *(CONT.)*

	Student	Parent
How do you feel about the school program?		
Types of support you would like?		
What are your preferences for:		
Extra-curricular activities?		
Classes/subjects		
Activities		
Clubs		
Jobs		

	Parent
How would you like to be involved in the school?	
What is the best way for us to communicate?	
What are some of the benefits you see as a result of the school program?	

FAMILY PREFERENCE FOR ACTIVITIES AND ENVIRONMENTS

Student ______________________ Date ______________________

1. List the prefered activities (not basic skills) and environments for one, two or three years from now in each of the following areas.
   INTERVIEWER: Use your information from community inventory file and student's immediate neighborhood inventory to assist parents/care providers.

2. After completing the list, note if it is a student or family preference for each activity.

Domestic	S F Pref.	Recreation/Leisure	S F Pref.	School	S F Pref.	Community	S F Pref.	Vocational	S F Pref.

INITIAL SUMMARY OF BASIC SKILLS AND CRITICAL ACTIVITIES

Student ______________________________ Date ____________________

	PRIORITY 1, 2, 3, 4	HIGH PREFERENCE ACTIVITIES	BASIC SKILLS													
DOMESTIC																
REC./LEISURE																
SCHOOL																
COMMUNITY																
VOCATIONAL																

11. What does _______________ do when sounds in the room change? When moving from one area to another with differences in sound? How can you tell?

12. Does _______________ use hearing aides or other special equipment? For all activities? When?

13. How much sound seems to be best? Does it vary? How do you know?

14. What does ___________________ do when hearing familiar sounds?

15. How do you communicate with _______________? By familiar voices? Gestures? Specific signs? Changes in activity?

16. How does ________________ explore objects/people/new situations?

17. Does _______________ turn to sounds? Does _______________ use one side more than another?

18. What kinds of vocal sounds does __________________ make? When?

19. Are there other ways that __________________ moves his/her eyes/head/body to follow sounds? To get information?

20. Is there any other information that you would like to give on how ________________uses his/her hearing? What have you found that works well?

21. Are there other things that _______________ does that give you information on what _______________ feels, sees, or hears in his/her daily life?

TEAM MEETING WORKSHEET

Student ______________________________ Year ____________

Team members present

____

____

____

____

Team members absent **Information backup**

____

____

____

____

ROLES:

For this meeting **For next meeting**

Facilitator ______________________________

Recorder ______________________________

Timekeeper ______________________________

Encourager ______________________________

Agenda for this meeting **Time limit**

1.
2.
3.
4.
5.

Agenda for the next meeting **Next meeting date** ____________

1.
2.
3.
4.
5.

Minutes	Task	Person(s) responsible	Date completed by

STUDENT BINDERS

STUDENT BINDER INCLUDES:

I. GENERAL INFORMATION
   - A. Peer support/involvement
   - B. Safety issues
   - C. Physical needs
   - D. Medications
   - E. General comments

II. IEP SUMMARY SHEET

III. CLASSROOM PARTICIPATION PLANS (Basic Skill Objectives)

IV. ANECDOTAL RECORDS
   - A. Subject
   - B. Behavioral

V. WORKING TOGETHER (Collaboration Minutes)

VI. STAFF COMMUNICATION SHEETS

VII. IEP TRACKING SHEETS

Sample Schedule..

Name Debbie Doss

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10 - 8:30			Eddie - Bus Bkfst		
8:30 - 9:00			Lucy - P.E.		
9:00 - 10:00			Eddie Sam Cherrice Sci Math		
10:30 - 11:30			Reading Skills Group		
11:30 - 12:00			Team Meeting Meeting		
12:00 - 1:00			Team Meeting		
1:00 - 1:30			Lunch Break		
1:30 - 2:00			Eddie Sam Cherrice P.E. Class Mtngs.		
2:00 - 2:30			Team Meeting		
2:30 - 3:00			WrapUp Rm 4 & Rm 1		

CLASSROOM PARTICIPATION PLAN

Student: Lucy

Basic Skills Objectives:

1. symbol comm.
2. stand up frm desk
3. sitting down in desk
4. staying on pad in group
5. increase lang vocabulary
6. decrease tactile def.
7.
8.

Activity: Reading Skill Group

What the class does:
Kids are in sm groups reading out of reading recovery books grp & individually with teacher.

How Lucy **participates:**
Peer presents Lucy with reading symbol and says - "Lucy lets go to reading." Peer walks with Lucy to group on rug in library corner. While teacher reads individually with kids Lucys peers take turns reading and doing simple finger plays with Lucy. When group is finished peers do finished sign with Lucy and walk her back to her desk.

Summary and I.E.P. Data Check Sheet...

NAME A.O

GENERAL EDUCATOR FOSTER

DOB

GRADE 3

PARENTS

SPECIAL EDUCATOR DOSS

Objective:

1:1 counting
1-50

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1-11	1-11	1-15	1-20	1-20	1-21				

Objective:

Addition 2place
No regrouping

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Cont.	Cont.								

Objective:

Return Homework
4 days 100%

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Cont.									

Objective:

3rd gr. spelling
Words 1st sound only
90% Accuracy

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
50%	50%								

Objective:

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Objective:

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Objective:

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Comments:

ANECDOTAL RECORDS

* Written by teacher or assistant

Name________________________

Date	Subject	Comments
3/8	Science 2:00 - 2:30	Worked on circuit boards He sat quietly while the teacher gave whole class instructions then he worked cooperatively with his group with very little assistance from me. V.A.
2/6	Math 9:00 - 9:30	He counted students hands for lunch count today 1-28 no mistakes yea!!
2/21	Behavior	He refused to get out his Science book when I asked him to - so I suggested he looked a little upset and perhaps he needed a break. I walked away. 2 min later I asked peer to request again. He cooperated

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DAILY COMMUNICATION LOG

Name ____________________

Date	Comments
4/9	Lisa - Lucys office message got erased... Can you record new message? ☺ Thanks K.C. Speech Therapists
3/3	Jessica - Where is Lucys bathroom symbol? ☹ K.C. Instr. Assistant

Brooks; Glick; Neary, 1994

Merced Union High School District

PEERS

PROCEDURES GUIDE

Livingston High School
Golden Valley High Schol
Merced High School
Atwater High School

Dr. Mary McNeil
Director of Special Education

Presenting

COMMITTEE MEMBERS

Cara Birmingham, Teacher - SH
Ken Haight, Teacher - SH
Russ Blanchard, System 9/14 Project Director
Butch Seifert, Teacher, SDC
Tom Neary, Coordinator,
California Outreach Project for Inclusion
Helen Nixon, Assistant Principal
Marie Nelson, School Psychologist
Pat Brown, Speech Therapist
Melissa Adams, School Psychologist
Linda Lucas, Assistant Principal

Dr. Mary McNeil
Director of Special Education

Vision/Mission Statements

GOLDEN VALLEY HIGH SCHOOL

MISSION STATEMENT

Through a collaborative effort of students, staff and the community; the mission of Golden Valley High School is to provide academic and real life learning experiences so that its graduates will be:

- Creative and Innovative
- Self-aware and Self-directed
- Adaptable Problem Solvers
- Respectful, Friendly and Cooperative
- Technologically Adept
- Successful in Career and Life Skills
- Effective Communicators
- Active Contributing Members of Society

THE MISSION
OF
LIVINGSTON HIGH SCHOOL

is to develop the intellectual, creative, technological, and physical abilities of every student, and to increase their ethical and cultural awareness. All students who graduate from Livingston High School will possess the skills, attitudes, and values necessary in becoming productive citizens and will be exposed to a core curriculum that will assist them in reaching their full potential.

To achieve this purpose, it is recognized that the following basic components are necessary:

~Develops communication skills, including reading, writing, listening, observing and interacting with others.

~Develops skills in problem solving and information management, including computation, scientific analysis, critical thinking, and decision making.

~Develops motivational skills needed to learn, and a commitment to learning as a lifelong process.

~Provides guidance services to help students in the selection of a career path.

~Helps students develop an awareness of the skills needed to compete in a changing job market.

~Encourages positive feeling of self-worth and value as an individual.

~Develops skills necessary for maintaining one's self socially, physically, emotionally, and mentally throughout life.

~Strives for the selection of a caring, creative, and capable staff.

~Develops skills in analyzing political, social, and cultural factors and a respect for the rights of others to hold different values and lifestyles.

~Promotes a clean and safe school environment.

~Develops creative skills in fine art, practical arts, recreation and leisure activities.

~Provides for the opportunity to develop one's leadership or other special talents.

~Promotes positive interaction between school, community and home.

MERCED HIGH SCHOOL
Philosophy, Goals, and Objectives

Our purpose is to enable and empower young people

- to make their own unique, productive places in the world of the future, and, as a result,
- to enable and empower future generations to be free, capable, and committed to make their own place in turn.

To achieve our purpose, our practice is to learn, teach, and demonstrate

- respect for the worth of oneself and one another,
- mastery of skills for living and learning,
- a commitment to live ethically, morally, and responsibly,
- enthusiasm fir life, and
- a lifelong quest for learning.

School Mission

Merced High School enables students not just to survive change, but to make change a life-long partner--to manage it, and to make it happen. Armed with logical, academic, and social skills, Merced High graduates will:

- understand the nature of change, both now and throughout the future,
- manage their lifelong education,
- creatively put to work the best resources available toward worthy goals,
- understand and respect the many cultures of the world,
- understand their own worth and the worth of other human beings,
- and live as self-motivated, fulfilled individuals in an ever-changing society.

green

Historical Perspective/Rational

Historical Perspective/Rational

Throughout the centuries individuals with disabilities have always existed. Once thought of as a group to be scared of or to be pitied these individuals were either locked away in an institution or kept isolated from the rest of the world by their families. It was assumed this was best for both the disabled person and society. Today we know this is not true.

Over time parents emerged as the primary advocates for children with disabilities. During the 1950's this movement became very strong. School districts began to educate special needs students but did so on a voluntary basis. It wasn't until 1974 with the passage of the Individuals with Disabilities Act that school districts became required to educate all students regardless of handicapping conditions. Since that time education has made great strides in the way it provides services to special needs students.

Out of much debate and research comes the current practice of full inclusion where students are taught in regular education classrooms with the necessary supports. Students are learning skills necessary to be productive members of society and to have a rich and varied life. These principles are embodied in the district policy as well as individual site mission statements. Studies show that education in regular classrooms offers the best chance for social and academic growth.

Our district is a forerunner in providing services to the most severely disabled population. This year our district has two classes on two different sites that are for the severely handicapped students. One goal of each class is to provide access to as much of the school and community as possible while providing the individual instruction that is so vital to these students. Another goal, through an interdisciplinary approach, is to continue to provide the best possible education available, not just for the SH students, but for all students. It is our belief that this has been a positive experience for all involved and will continue to be so in the years to come.

Roles & Responsibilities

What are the Roles and Responsibilities of Educators and Parents in Inclusive Education?

Site Administrators:

1. Develop a positive philosophy supporting inclusion based on the MUHSD policy.
2. Facilitate and monitor site programs.
3. Assist in developing a plan for supporting staff in implementation of inclusion (i.e., planning time, inservice training, materials, etc.
4. Facilitate access to all school environments for instruction and social/nonacademic activities.
5. Facilitate and attend inservice training programs about inclusion.
6. Participate in the problem-solving process for students (i.e., placement, adapting school environments, parental concerns, staff concerns).
7. Participate in the planning process for students.
8. Participate in inservice training in inclusion.
9. Ensuring programs are adequately staffed.
10. Dealing with student discipline and safety issues.
11. Evaluating staff.
12. Observing students in classroom and social/nonacademic activities.

Special Educators:

1. Communicate with everyone involved in inclusion including parents, general education teachers, site administrators, paraprofessionals, PALS, volunteers, other students, and staff.
2. Collaborate with all involved students, family members, staff, and other agencies as needed.
3. Provide instruction to students: direct instruction to students with special needs, small group instruction in the general education classroom, co-teaching with general education teachers.
4. Facilitate interactions with circles, PALS, Maps, networks, etc.
5. Develop material and environmental adaptations for students.
6. Coordinate student programs including: daily schedule of activities and schedule of support.
7. Schedule IEP's, conferences and other meetings for annual reviews, transitioning, team planning, and problem-solving.
8. Assist regular education staff in developing grading standards based upon individual objectives.
9. Participate in inservice training in inclusion.
10. Advocate for students.
11. Act as a resource to the school, general education staff, students, and parents.
12. Oversee the implementation of the IEP.
13. Coordinate Designated Instructional services, health care procedures, and other support services.
14. Train special education support personnel.
15. Evaluate student programs and progress: recording data, report cards, conferences.

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General Educators:

1. Establish a climate of acceptance in classrooms.
2. Explore ways to include students in all aspects of the curriculum and school activities.
3. Collaborate with special education teachers, paraprofessionals, parents and students in order to foster successful inclusion.
4. Meet periodically with staff, students, and others involved in inclusion to plan, problem-solve, and evaluate programs.
5. Assist special educators in developing materials and environmental adaptations for students.
6. Assist special educators in developing grading standards based upon individual objectives.
7. Attend IEP's and conferences regarding your students.
8. Share responsibility for addressing IEP objectives.
9. Review information about your student's abilities and needs.
10. Participate in inservice training on inclusion.
11. Communicate with teachers, paraprofessionals, other staff, parents, and administrators regarding students progress.
12. Bring any problems that occur with students in the classroom to the attention of the special education staff.

Paraprofessionals:

1. Provide direct instruction to individuals and small groups of students with special needs as directed by the special education teacher.
2. Adapt lesson plans on a day to day basis under the supervision of the general and special education teachers.
3. Keep daily records of student progress.
4. Organize and update student files.
5. Communicate with parents as directed by the special education teacher.
6. Participate in inservice training and conferences.
7. Carry out specialized health care procedures under the supervision of the special education teacher and school nurse.
8. Assist special education teacher and support staff in conducting annual and triennial evaluations.

Speech and Language Therapist:

1. Assist staff in developing communication systems for students.
2. Provide training for staff in sign language, augmentative communication, and other language-related assistive technologies.
3. Participate in IEP's, conferences and other meetings for annual reviews, transitioning, team planning, and problem-solving.
4. Collaborate with all involved students, family members, staff, and other agencies as needed.
5. Participate in inservice training in inclusion.

School Nurse:

1. Assist special education staff in monitoring the health needs of students.
2. Train and supervise staff in carrying out specialized health care procedures.
3. Inservice staff regarding student's health needs.

4. Communicate with parents regularly regarding health concerns.
5. Provide follow-up with physicians and other agencies regarding student health concerns.
6. Participate in inservice training and conferences.

District Administrators:

1. Facilitate and oversee programs at all sites throughout the district.
2. Develop a positive philosophy supporting inclusion based on the MUHSD policy.
3. Facilitate and attend inservice training programs about inclusion.
4. Coordinate regular meeting and planning time for inclusion staff.
5. Encourage administrators, teachers, paraprofessionals and other staff to become informed.
6. Assist in developing a plan for supporting staff in implementation of inclusion (i.e., planning time, inservice training, materials, etc.
7. Facilitate access to all school environments for instruction and social/nonacademic activities.
8. Participate in the problem-solving process for students (i.e., placement, adapting school environments, parental concerns, staff concerns).
9. Ensuring programs are adequately staffed.
10. Evaluate staff.
11. Observe students in classroom and social/nonacademic activities.
12. Be approachable to parents, staff, and students.

Vocational Educators:

1. Assist in developing systematic, transition plans.
2. Participate in inservice training in inclusion.

Psychologists:

1. Provide information about disabilities to staff.
2. Model positive attitudes regarding inclusion.
3. Participate in planning and problem-solving for students and families.
4. Facilitate inclusion related inservice training opportunities for staff.
5. Participate in inservice training on inclusion.
6. Assist in developing a plan for supporting staff in implementation of inclusion (i.e., planning time, inservice training, materials, etc.
7. Participate in the problem-solving process for students (i.e., placement, adapting school environments, parental concerns, staff concerns).
8. Observing students in classroom and social/nonacademic activities.
9. Conduct psychoeducational evaluations as mandated by federal and state laws.

Peer-Assisted Learners (PALS):

1.
2.
3.
4.
5.

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Behavior Modifications/Interventions

SUGGESTED MODIFICATIONS/INTERVENTIONS

The Student Study Team process should focus not only on the needs of the student, but how the professionals working with the student can change or modify what they are doing to better meet the learning needs of the student in the regular educational environment. The following are some suggestion of ways you can change or modify to help students be more successful.

A. Interventions Related to Academic Methods/Materials

1. Allow a longer time for work to be completed by the student.
2. Clearly define expectations.
3. Collect the student's work as soon as it is completed.
4. Consult with other teacher(s).
5. Devise a variety of approaches for teaching the same concept. This will reinforce new learning and encourage the student to apply the concept in different situations.
6. Don't assume that the student has prior knowledge about the subject being introduced.
7. During discussions allow the student extra time to answer questions orally.
8. Emphasize acquisition of knowledge and skills rather than precision.
9. Expect the child to work up to his abilities and to produce the best work he or she can.
10. Educational counseling (between teacher and student).
11. For the conscientious student, who will struggle for hours with homework,consider a lighter homework load.
12. Group non-readers and readers together during small group or laboratory exercises.
13. Have one-to-one conferences with the student; help him or her restate what he or she is responsible for and how well he or she is doing.
14. Have the student keep a daily checklist so he or she knows exactly what he or she has completed and what remains to be done.
15. Help the student develop strategies for organizing his or her time and materials.
16. High interest, low level reading materials.
17. Immediate feedback regarding performance.
18. Include the student in all class activities; design ways so he or she can contribute something to the class.
19. Increase or decrease the pace of presentations.
20. Individual, one-to-one instruction.
21. Individualize the student's program based on a knowledge of his or her strengths, needs, levels of academic achievement and emotional status.
22. Make sure you have the student's attention before giving directions or instructions.
23. Make assignments more challenging to the student.
24. Materials should provide for individual mastery at short intervals.
25. Modify assigned tasks by breaking assignments down into short tasks and providing immediate feedback after the completion of each task.

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26. Monitor the student as much as possible in order to help and reassure him or her.
27. Peer or cross-age tutors.
28. Peer tutors can make certain that the student understands directions, read important material to him or her, provide drill practice, orally summarize important textbook passages, write down the student's answers to assignments and tests, and make suggestions to the student for improvements in his or her work.
29. Permit the student to work in a quiet, uncrowded corner of the room.
30. Present information and instructions in more than one way (e.g. written, verbal, visual, modeling).
31. Provide extra routine and structure.
32 Provide opportunities for the student to earn extra credit.
33. Reduce the difficulty of assignments.
34. Relate new concepts to concrete experiences or other concepts taught earlier.
35. Review continuously; point out important points frequently and quiz the student on mastery.
36. Review material in different contexts.
37. Seat the student away from students who are most likely to distract him or her.
38. Seat the student next to a student who can assist as a tutor.
39. Shorten and clarify directions.
40. Shorten assigned tasks (e.g. fewer problems, fewer pages to read).
41. Show the student you are interested in him or her and are willing to spend extra time with him or her individually.
42. Small group instruction.
43. Tape record lessons for repetition.
44. Target problem areas, set short term objectives.
45. Teach to student's interest and/or areas of strengths.
46. The student's desk should be free from all materials except the assigned task.
47. To determine what works best for the learner:
    a. Ask the student.
    b. Observe the student. He or she will tend to use the strategies which work best for him or her.
    c. Use what has worked in the past with that student.
    d. Provide the student with choices.
48. Volunteer classroom aides.
49. Use a different learning approach (e.g. visual, auditory, tactile-kinesthetic, multi-sensory).
50. Use study carrels.
51. Use written instructions or a list.
52. Utilize appropriate visual media methods (e.g. movies, demonstrations or video tapes).
53. Write directions as well as presenting them orally.

B. Interventions Related to Behavior

1. Behavioral contingency contract.
2. "Buddy system".
3. Change of classroom/teacher.
4. Change of seating assignment.
5. Charting of behavior, progress.
6. Clearly define teacher expectations.
7. Communication with appropriate community agencies.
8. Consistent consequences for misbehavior(s).
9. Consult with other teacher(s).
10. Consult with support personnel (e.g. school nurse, school psychologist).
11. Counseling.
12. Cueing.
13. Educational counseling (between teacher and student).
14. Expect the child to work up to his abilities and to produce the best he or she can.
15. Have one-to-one conferences with the student; help him or her restate what he or she is responsible for and how well he or she is doing.
16. Ignore misbehavior, when appropriate.
17. Immediate feedback regarding performance.
18. Include the student in all class activities; design ways so he or she can contribute something to the class.
19. Increase positive comments and attention to the student.
20. Individualize the student's program based on a knowledge of his or her strengths, needs, levels of academic achievement and emotional status.
21. Individualized behavior management program.
22. Make sure student knows he is responsible for his own behavior.
23. Make sure you have the student's attention before giving directions or instructions.
24. Monitor the student as much as possible in order to help and reassure him or her.
25. Parent conference.
26. Peer or cross-age tutors.
27. Permit the student to work in a quiet, uncrowded corner of the room.
28. Positive notes, positive phone calls home.
29. Positive reinforcement.
30. Redirect the student's activities before school, at lunch, at recess and after school.
31. Review of cumulative records/school psychological records.
32. Seat the student next to a student who can assist as a tutor.
33. Seat the student away from students who are most likely to distract him or her.
34. Show the student you are interested in him or her and are willing to spend extra time with him or her individually.
35. Structure and encourage peer interactions. These student relationships will provide an opportunity for modeling of age-appropriate social behavior.

36. Systematic communication with parent.
37. Target problem areas, set short term objectives.
38. Time-out.
39. To determine what works best for the learner:
    - a. Ask the student.
    - b. Observe the student. He or she will tend to use the strategies which work best for him or her.
    - c. Use what has worked in the past with that student.
    - d. Provide the student with choices.
40. Token economy.
41. Use study carrels.
42. Volunteer classroom aides.

C. Interventions Related to Educational Programming

1. Adjust length of school day.
2. Bilingual Assistance, ESL program.
3. Change of class schedule (at secondary level).
4. Change of classroom/teacher.
5. Change of grade placement.
6. Change grouping of students in the classroom.
7. Change of school placement.
8. Consult with support personnel (e.g. school nurse, school psychologist).
9. Counseling.
10. Tutoring (before or after school, at school site).

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XIV. DIFFERENTIAL STANDARDS FOR GRADUATION AND TEST EXEMPTION PROCEDURES AND POLICIES

DIFFERENTIAL STANDARDS

I. PHILOSOPHY:

In an era of educational reform, quest for educational excellence, and accountable standards, it is important to understand the proper function of differential standards for special education students. Differential standards were established by the Legislature with the intent that they be cautiously applied to special education students who would otherwise be unable to attain the minimum standards required.

There was never any intent to "exempt" special education students from minimum standards. Given lifelong handicapping conditions, differential standards were an effort to humanely recognize the sincere educational pursuits of handicapped students. The Board has adopted a differential graduation policy that reflects a balance between maintaining minimum standards while recognizing the problems caused by severe handicapping conditions. The features of the District's policy include:

1. All students are expected to attain the highest educational standards possible.
2. All special education students are expected to meet as many standards as possible.
3. Differential standards, if any, will be determined exclusively by the IEP team.

Differential standards may not be appropriate for all special education students. The vast majority of special education students will meet all, or nearly all, of the minimum requirements. Thus, differential standards are written as late in the student's educational career as possible. Special education students are entitled to receive the same consequences for their learning behavior as other students if their behavior is not related to their handicapping condition or an inappropriate placement. The mildly handicapped student who chooses to be truant frequently is not automatically entitled to a differential standard. We also must question the value of a differential standard for those severely handicapped students whose level of functioning is so low that no measurable minimum standard can be written.

II. EDUCATIONAL CODE:

The governing board of each school district shall adopt standards of proficiency in basic skills including but not limited to reading comprehension, writing and computational skills necessary to success in school and life. The following is the specific Educational Code Section 5 pertaining to differential standards for special education students. [EC 51215(d)(1-10)]

"The standards shall be directly related to the district's instructional program."

"(d) Differential standards and assessment procedures which shall include, but need not be limited to, reading comprehension, writing, and computation skills, shall be adopted pursuant to this subdivision."

"(1) Differential standards and assessment procedures shall be adopted for pupils who:

(A) Are enrolled in special education programs pursuant to Part 30 (commencing with Section 56000); or for whom individualized education programs have been developed, and for whom the regular instructional program has been modified, as necessary, under the supervision of a person who holds an appropriate credential in special education and;

(B) Have diagnosed learning handicaps or disabilities such that the individualized education program team determines they have not demonstrated evidence of the ability to attain the district's regular proficiency standards with appropriate educational services and support."

"(2) If the team determines that these pupils have not demonstrated evidence of the ability to attain the district's regular proficiency standards with appropriate educational services and support, the team shall develop differential proficiency standards, or modify general differential standards adopted by the governing board, appropriate to the needs and potential of the pupil."

"(3) Any differential standards shall be included in the individualized education program developed for the pupil pursuant to Part 30 (commencing with Section 56000)."

"(4) The determination and the development of differential proficiency standards shall be part of the process of developing, reviewing, and revising a pupil's individualized education program."

"(5) In the case where one or more differential standards are developed for a pupil enrolled in special education, the standards may be maintained throughout the pupil's school experience, irrespective of whether the pupil continues to be enrolled in special education."

"(6) Nothing in this subdivision shall be construed to require differential proficiency standards for a pupil who a team determines can attain the district's regular proficiency standards with appropriate educational services and support."

"(7) The provisions of this subdivision shall apply prospectively and retroactively to pupils enrolled in the 9th grade, or the equivalent thereof, during the 1977-78 school year or any school year thereafter."

"(8) Differential standards and assessment procedures adopted pursuant to this subdivision shall permit the pupil for whom they are adopted to attain the standards within a reasonable amount of time but not after the state is no longer required by state or federal law to provide an education to the pupil."

"(9) It is the intent of the Legislature that the attainment of a standard of proficiency by a pupil shall also reflect the attainment of a reasonable level of competence. The Legislature, therefore, recognizes that there may be some pupils who cannot meet regular or differential standards of proficiency, in reading, writing and mathematics skills, and others who will need to remain in school beyond grade 12 or the equivalent in order to meet a standard which reflects their maximum potential."

"(10) For students with diagnosed learning disabilities, as well as for students participating in the regular school program, proficiency assessments may be part of the classroom experience, and teaching materials may be used as assessment materials."

The Individualized Education Program shall include differential proficiency standards pursuant to section 51215. [EC56344(b)(3)(d)]

"For pupils in grades 7 to 12, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation in accordance with Section 51215."

"(d) Pursuant to subdivision (d) of Section 51215, a pupil's Individualized Education Program shall also include the determination of the Individualized Education Program team as to whether differential proficiency standards shall be developed for the pupil. If differential proficiency standards are to be developed, the individualized education program shall include these standards."

III. BOARD POLICY

The governing board of each school district shall adopt differential proficiency standards and assessment procedures for pupils enrolled in special education.

The following is the specific section from Clovis Unified School District board policy (Board Policy 526 Standard of Proficiency in Basic Skills) pertaining to differential standards for special education pupils:

"DIFFERENTIAL STANDARDS AND ASSESSMENT PROCEDURES"

"Differential standards and assessment procedures can be adapted for a student in special education. The process must include a review by the School Assessment Team (SAT) and written specifications in the student's Individualized Educational Program (IEP)."

IV. SUMMARY:

In accordance with PL 94-142, SB 1870, and E.C. 51215 and Clovis Unified School District Board Policy 526, students with exceptional needs will be required to meet the regular district graduation standards to the extent that their handicaps permit.

If differential graduation standards are to be used, they must be specified in the Individualized Education Program (IEP) of the student enrolled in special education program in accordance with all applicable rules and regulations of the California Education Code, Title V of the California Administrative Code, and Title 45 of the Code of Federal Regulations.

The need for, and specific content of, any differential standards for eligible students will be determined on an individual basis by the IEP Eligibility and Planning Team as defined by Education Code 56341(b).

This requires an IEP team meeting with prior notice, etc.

V. PROCEDURES FOR DIFFERENTIAL STANDARDS:

Differential standards may be written in three major areas:

1. Units required for graduation [E.C. 56344]
2. Courses of Study [E.C. 56344]
3. Standards of Proficiency in Basic Skills [E.C. 51215, 56344]

Whenever differential standards are written, there must be a meeting of the IEP team. The team should determine the following:

1. Is a differential standard needed?
2. Why is a differential standard needed?
3. What will the differential standard be?

All differential standards must be written in a manner that is clear to parents and staff as to 1) what the standard will be, and 2) how the team will know when the standard is met.

A. Units

Differential standards for units required for graduation should only be used with very unique circumstances such as a student transferring from another district which require fewer units to graduate and due to the learning handicap would be unable to make up the units within the regular allocated time period. The unit differential standard should not be used for students who have failed classes.

B. Course of Study

If graduation is the goal of the special education student, the course of study set by Clovis Unified School District for graduation may not be altered. However, the IEP team may decide "alternative means and modes" are necessary for a student to complete the district's prescribed course of study and therefore meet the standards for graduation.

If the IEP team determines the Clovis Unified School District's course of study is not educationally appropriate for the special education student alternative curriculum (such as independent living skills) should be written into the IEP. Alternative curriculum would not meet graduation requirements.

C. Standards of Proficiency in Basic Skills

The need for differential standards for Clovis Unified School District's proficiency standards (Board Policy 526) which include basic skills in reading, math and written language is the responsibility of the IEP team. Deviations from the district standard must be written into the student's IEP.

There are options for enabling the special education student to meet the proficiency assessment requirement. These approaches on a continuum range from assessment identical in content and format to the regular proficiency standards and procedures to a totally unique set of standards and assessment procedures.

Option 1. **Regular Standard/Standard Method of Assessment**

The student takes the regular district test meeting district standards using regular district assessment procedures.

Option 2. **Regular Standard/Non-Standard Method of Assessment**

The student takes the regular district test meeting district standards with modification of the regular district assessment or alternative assessment techniques.

In these two options, the student is addressing the regular district standards. Therefore, the primary concept to be taken into consideration in determining whether either of these options is most appropriate for the special education student is the concept of linkage. That is, has the student had the opportunities to learn the skills which are prerequisite for attaining the regular district standards? Or will the student have the opportunity and ability to learn these skills before he or she is assessed for regular proficiency standards?

Option 3. **Differential Standard/Standard Method of Assessment**

Differential standards are derived from the regular district standards, using a proficiency test from a lower grade level or other standardized tests (Woodcock Johnson). The Degrees in Reading Power is articulated across grade levels and lower grade level test could be used to assess the special education student. The standardized procedure outlined in the test manual to administer test is followed. No modification of the assessment process is made.

Option 4. **Differential Standards/Non-Standard Method of Assessment**

Differential standards are established as in Option 3. Criterion reference test may also be used. Modifications or alternative assessment techniques are made to the assessment procedure based on student's needs.

Both Option 3 and 4 necessitate that the student have some experience with the ability to perform academic skills, i.e., some level of reading, writing and math. Again, the notion of linkage will be crucial in determining the contents of the student's differential standards. That is, whatever standards are developed should be congruent with the student's curricular and instructional programs, both previous and current.

GLOSSARY

REGULAR STANDARD

Refers to a district's regular proficiency standards.

DIFFERENTIAL STANDARD

Refers to any change in the content or level of difficulty of a district's regular proficiency standards and any change in the standard method of assessment.

PROFICIENCY STANDARD

Refers to both a competency statement (what is to be measured) and level of proficiency at which that competency will be measured.

STANDARD METHOD OF ASSESSMENT

Administered according to standardized procedure outlined in test manual.

NON-STANDARD METHOD OF ASSESSMENT

Administered according to individual student's needs.

ALTERNATIVE MODE OF ASSESSMENT

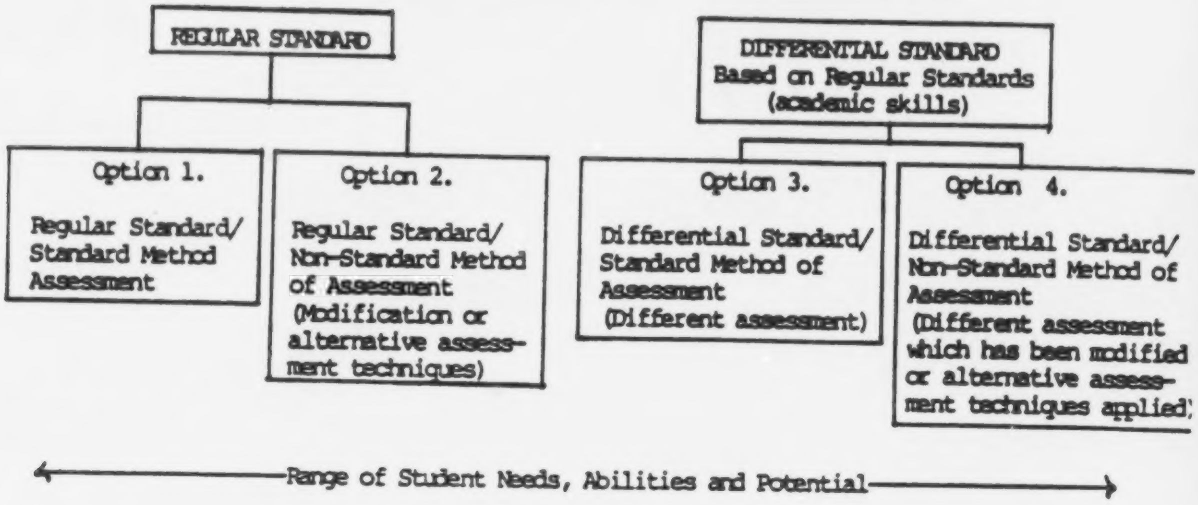
Refers to any change in the method used to evaluate a student's progress toward or attainment of a proficiency standard. Must be designed to measure the corresponding area of the district's regular proficiency assessment tests.

ALTERNATIVE ASSESSMENT TECHNIQUES

When a student's handicap prohibits him from demonstrating district minimal competencies through the standardized assessment procedure, alternative assessment techniques will be delineated in the student's Individualized Education Program. Assessment of student's performance should be based on multiple criteria, not just a single test score. Such techniques may include, but not be limited to:

1. Practical demonstration of skills and direct performance measures.
2. Tests in content areas read to individuals.
3. Modified paper-pencil tests (large print, braille, etc.)
4. Untimed tests.
5. Typing or dictating answers to a writer.
6. Cassette recording of tests.

PROFICIENCY ASSESSMENT OPTIONS FOR SPECIAL EDUCATION STUDENTS


REGULAR STANDARD
DIFFERENTIAL STANDARD Based on Regular Standards (academic skills)
Option 1.
Regular Standard/ Standard Method Assessment
Option 2.
Regular Standard/ Non-Standard Method of Assessment (Modification or alternative assessment techniques)
Option 3.
Differential Standard/ Standard Method of Assessment (Different assessment)
Option 4.
Differential Standard/ Non-Standard Method of Assessment (Different assessment which has been modified or alternative assessment techniques applied)
Range of Student Needs, Abilities and Potential

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DAE 5 (1/89)

CLOVIS UNIFIED SCHOOL DISTRICT
Department of Auxiliary Education
1450 Herndon Avenue
Clovis, California 93612

White — Master File
Yellow — Parent Copy
Pink — Duplicate File

INDIVIDUALIZED EDUCATION PROGRAM ADDENDUM: DIFFERENTIAL STANDARDS

NAME ______________________ B.D.________ C.A.________ GRADE_____ DATE________

In accordance with PL 94-142, SB 1870, and E.C. 51215, students with exceptional needs will be required to meet the regular District graduation standards to the exte that their handicaps permit.

If differential graduation standards are to be used, they must be specified in the Individualized Education Program (IEP) of the student enrolled in a Special Educatio program in accordance with all applicable rules and regulations of the California Education Code, Title V of the California Administrative Code, and Title 45 of the Code Federal Regulations.

The need for, and specific content of, any differential standards for eligible students will be determined on an individual basis by the IEP Eligibility and Planning Team a defined by Education Code 56341(b).

After considering the individual needs of the student noted above, the following differential standards are approved by the Individualized Education Program Team:

UNITS

District Standard	Traditional High School Adult Education Program	230 Units 190 Units

Differential Standard ____ None — Expected to meet District standard.

____ Other ______________________

Rationale: ______________________

COURSES

District Standard — Prescribed course of study as adopted by the Board

Differential Standard ____ None — Expected to meet District standard.

____ Exempt from: ______________________

Alternate Course(s): ______________________

Rationale: ______________________

COMPETENCY TEST

District Standard ____ Meet District minimum competency standards through regular District assessment program.

Differential Standard	Non-Standard Method of Assessment	Test	Describe Specific Differential Standard / Non-standard Method of Assessment, Modifications and Alternative Assessments.
		C.T.B.S. Reading	
		C.T.B.S. Math	
		Degrees of Reading Power	
		Math	
		Writing	

Rationale: ______________________

____
Site Administrator

____
Parent

____
Student

____
Special Ed Teacher

____
Spec. Ed. Administrator

____
Other

DS8

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VI. PROCEDURES AND POLICIES FOR EXEMPTING SPECIAL EDUCATION STUDENTS FROM STANDARD DISTRICT ADMINISTRATION OF COMPETENCY TESTS, INCLUDING GRADE LEVEL OBJECTIVES AND DESIRED EXIST SKILLS AND STATE REQUIRED CAP TESTING

A. CAP TESTING EXEMPTIONS

1. All students enrolled in Special Day Class programs or who are "physically impaired" are exempt from the State required CAP test.
2. All other special education students, Resource Specialist Program, Language/Speech, etc. are required to take the State CAP test in the same manner and format as regular students.

B. GLO/DESIRED EXIT SKILLS TESTING EXEMPTIONS

1. All students enrolled in Special Day Class programs will be tested on GLO according to their instructional level and curricular program as indicated by their IEPs. They will not be part of the regular GLO testing program.
2. All other special education students, 2nd-8th grade are required to take the GLO tests in the same manner and format as regular students.

C. COMPETENCY TEST EXEMPTIONS (PROFICIENCY STANDARDS FOR GRADUATION)

1. All students planning on graduation with a diploma must take competency tests and meet district proficiency standards or differential standards as stipulated on their IEP.
2. All 9th grade special education students pursuing a diploma should take the competency test under district standardized conditions.
3. Special education students may have differential standards written into their IEP through the IEP process after their first competency test administration.
4. Special education students with differential standards should be placed on the exempt "E" list (Forms) to remove them from the list of students to have the competency test administered through the districts standard assessment procedure.
5. Special education students mastering competency test through the IEP differential standard process should have a "Competency/Proficiency Status Change Slip" completed and turned into the school's registrar. This is the responsibility of the student's special education teacher.

D. PSYCHOLOGICAL TEST EXEMPTIONS

1. A student who demonstrates emotional problems due to severe test anxiety may be exempted by the site's school psychologist from district or school testing.

   Each psychologist will provide the Director of Auxiliary Education with a list of student names and the reasons each student is to b exempted from local testing. On approval of the Director, student names will be added to an alphabetical list of psychological exempt students which will be maintained by the Department of Auxiliary Education. This list will be in effect for the current school year.

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Competency/Proficiency Exempt Status Report Form

DS10

____
Person Completing this Form

Instructions: When a student's testing status is exempt because they are on differential standards or are a Foreign Exchange student, record the change below. Complete all of the requested information, placing an "x" in the appropriate box for student classification and an "E" under each test area(s) in which the student is exempt.

	Classification				CTBS		Hart Proficiency		
Date	Sp. Ed.	For. Ex.	Student's Name (L, F, M)	Gr.	Reading	Math	Reading	Writing	Math

SEND COMPLETED FORM TO SCHOOL REGISTRAR

BEST COPY AVAILABLE

Competency/Proficiency Status
Change Slip

Instructions: Please complete the requested information for the student whose competency/proficiency status you are changing. **Return completed form to Registrar.**

Student's Name(L, F,M) ______ SRA # ______

Counselor ______ Year in School ______

CTBS				Hart Proficiency					
Reading		Math		Reading		Writing		Math	
From	To	From	To	From	To	From	To	From	To

Teacher's Signature ______ Date ______

Competency/Proficiency Status
Change Slip

Instructions: Please complete the requested information for the student whose competency/proficiency status you are changing. Return completed form to Registrar.

Student's Name(L, F,M) ______ SRA # ______

Counselor ______ Year in School ______

CTBS				Hart Proficiency					
Reading		Math		Reading		Writing		Math	
From	To	From	To	From	To	From	To	From	To

Teacher's Signature ______ Date ______

DS11

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POLICY: GRADING STANDARDS

Grading Criteria - Special Education

Consistency, objectivity and quality of grading are important for special education pupils. In order to maintain consistency with grading in the regular program and accurately reflect achievement of individual objectives, the following grading criteria are established for pupils in special education programs.

Pupils in special education programs should be graded in each skill area where instruction occurs. According to each child's Individualized Education Program (IEP), skill areas may be the exclusive responsibility of the regular classroom teacher, the exclusive responsibility of the special education teacher, or a joint responsibility of the regular classroom teacher and the special education teacher.

Regular Classroom Subjects

Unmodified subjects and skills taught exclusively by the regular classroom teacher are graded by the regular classroom teacher according to the regular grading criteria.

Special Education Subjects

Subjects and skills taught exclusively by the special education teacher are assessed by the special education teacher according to an evaluation of achievement and progress toward established objectives outlined in each pupil's IEP. To ensure appropriate and fair application of the grading standards, it is critical that special education pupils be evaluated based upon achievement of individualized objectives. The objectives must be reviewed frequently to assure that they are appropriate to the pupil's functional level and learning style.

Joint Responsibility Subjects

Subjects and skills taught cooperatively by the regular classroom teacher and the special education teacher (whether taught by both teachers or taught with modifications to the regular program expectancies by the regular classroom teacher) are graded cooperatively by the two teachers according to the same criteria as subjects taught exclusively by the special education teacher.

Individualized criteria for grading is an acceptable practice for special education pupils in mainstreamed classes.

APPROVED BY SUPERINTENDENTS EXECUTIVE COMMITTEE 2-21-91
APPROVED BY CALAVERAS COUNTY BOARD OF EDUCATION 3-25-91

B

According to the progress toward goals and objectives stated in the pupil's Individualized Education Program (IEP), the pupil demonstrates:

Skill mastery that is substantial.
Knowledge and understanding that are complete.
Perception that is appreciable.
Application of knowledge and skills that is considerable.
Work completion that is thorough and accurate.
Growth that is above average.
Depth of study that is substantial.
Creativity that is considerable

C

According to the progress toward goals and objectives stated in the pupil's Individualized Education Program (IEP), the pupil demonstrates:

Skill mastery that is adequate.
Knowledge and understanding that are sufficient.
Perception that is average.
Application of knowledge and skills that is acceptable.
Work completion that is moderately accurate.
Growth that is average.
Depth of study that is ample.
Creativity that is average.

D

According to the progress toward goals and objectives stated in the pupil's Individualized Education Program, the pupil demonstrates:

Skill mastery that is limited.
Knowledge and understanding that are slight.
Perception that is poor.
Application of knowledge and skills that is intermittent.
Work completion that is inconsistent.
Depth of study that is shallow.
Little creativity.

State and Federal laws require that special education students have their achievement measured against progress toward individual goal achievement. Attainment of honor roll status should be predicated on academic progress toward those goals, sustained individual effort by the student, and a considered and accurate assessment by the teacher(s) of the student's progress and effort. When grades are assigned using this consistent policy, the student should be rewarded with honor roll status as are his/her regular education peers, regardless of the student's enrollment in special education programs.

SOUTHWEST SELPA

GRADING FOR PUPILS ENROLLED IN SPECIAL EDUCATION

The Southwest SELPA recognizes the many variables involved in grading of special education pupils when they are mainstreamed into general education classes. We recognize the role of the classroom teacher in assigning grades based on requirements and district policy, while maintaining a level of autonomy in this process. We also recognize our responsiblity in providing reasonable accommodations to pupils with identified disabilities including enrollment in special education programs.

The Southwest SELPA believes that grading must be based on the extent a pupil can demonstrate specific required skills and concepts that form the basis of the course of study for the subject matter being taught. Special education pupils should not be penalized because of a weak academic skill if that skill has been determined as a primary area of disability by the IEP team.

Before the grades are issued:

It is the recommendation of the participating school districts in the Southwest SELPA that teachers be actively involved in determining the expected outcomes for each subject area. By determining the basic core of knowledge required for mastery of a specific content area, teachers will have a working definition of the minimum expectations for pupils. Pupils, regardless of enrollment in general or special education, can then be held accountable to the same basic requirements for purposes of grading.

Reasonable accommodations:

Both general and special education teachers are required to provide accommodations and modifications of the day to day work for pupils enrolled in special education. This accommodation includes both in class and homework assignments. The grading or completion of assignments that go beyond the defined basic course requirements should not be used to lower a grade for pupils in special education. Teachers are asked to utilize their professional judgment in determining what assignments require modification and how best to make these modifications meaningful. Collaboration between general and special education teachers is essential.

Best practices and discussion of key issues related to grading:

- General and special education teachers need opportunities to discuss grading options and mastery of required skills and concepts prior to issuing grades. In this fashion the overall strengths and weaknesses of specific pupils can be brought into play in determining appropriate grades.

- Districts can best assist teachers by actively involving teachers in defining the minimum required competencies as a basis for determining mastery and grading.

- Pupil strengths, weaknesses and learning style are well documented in IEP's and from the basis of any modification of the curriculum and the approach to grading.

- General education teachers need opportunities to discuss concerns about grading issues related to special education. Possible attendance at selected IEP's or discussion at staff meetings is recommended.

- Special education pupils enrolled in general education on a fulltime basis may have academic needs that go beyond the general education ability to accommodate. Parents must be fully informed of the potential trade offs between academic achievement and social development afforded by these fully included options. Prior to such placements, grade options may be modified to reflect the desired outcomes of the placement rather than academic achievement alone.

- Accommodations similar to those approved for the Scholastic Achievement Tests (SAT) offer justification and guidance to general education when issuing grades to special education pupils. These include additional time to complete tasks and changes in the method of presentation of material.

- Policies that arbitrarily limit pupils in special education from receiving any grade available to pupils in general education would not be found to be consistent with equal opportunities. Pupils in special education who are issued failing grades should have a review of IEP goals and placements to determine if the failing grade was impacted by the area of disability. Future modification may include use of credit no credit options or changes of placements.

- In issuing of grades to pupils in special education, the social emotional development and self esteem of the pupil must be taken into consideration. For some pupils, a low grade may impress upon them to improve, while others may only reinforce feelings of failure.

RECOMMENDED PROCESS FOR SPECIAL EDUCATION PUPILS ENROLLED IN GENERAL EDUCATION

1. Teachers define minimum expectation of subject area to target.
2. IEP team recommends placement, including mainstreaming, or fully included options as well as SDC, RSP and DIS placements.
3. Accommodations to curriculum are made based on pupil's strengths and weaknesses related to his/her disability area.
4. IEP team determines appropriateness of letter grades or credit/no credit options.
5. Instruction including modifications is implemented. Feedback provided to pupil, parents and special education teachers (RSP, SDC) by general education teacher. Collaboration and consultation occurs.
6. Teachers issue grades. Results of grading reviewed as part of IEP to determine appropriateness, need for placement changes or other modifications including use of differential standards.

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RECOMMENDED MODIFICATIONS

Possible modifications required to assure success in general, remedial, and supportive programs including eligibility for participation in extra-curricular activities are as follows:

1. Change in the pace of instruction
2. Oral test
3. Short answer test
4. Modified tests
5. Taped texts
6. Highlighted texts
7. Taping lectures
8. Note taking assistance
9. Extended time for assignment completion
10. Shortened assignments
11. Assignment notebooks
12. Study Sheets
13. Repeated review/drill
14. Reduce pencil/paper tasks
15. Calculators
16. Preferential seating
17. Interpreter for the deaf
18. Frequent breaks
19. Defined physical space
20. Cooling-off period
21. Concrete reinforcers
22. Positive reinforcers
23. Behavior management systems
24. Special instructional or adaptive equipment
25. Oral directive
26. Changes in requirements of essential elements
27. Changes in project or report requirements
28. Changes in tools, equipment or machinery used in the classroom (Voc. Ed.)

Learning Characteristics and style to be considered include:

Speed of writing/copying
Silent reading comprehension
Handwriting
Vocabulary Skills
Spatial relations
Oral reading
Attending to task
Coordination
Organizational skills

Bob Farran, Director
Southwest SELPA

Approved as a Working Policy 11/3/93

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Problem Solving

EFFECTIVE PROBLEM SOLVING

? ? ?

TEAM COLLABORATION

TEAM COLLABORATION
Most Impo
Least Important or

Valerie Pitts-Conway

School Site Team Collaboration
for Inclusive Education

Meeting Ground Rules

- Participation
- Preparation
- Start and End on Time
- Listen to each other's view
- Respect/Openess/Honesty
- Confidentiality of Content
- Agree to Disagree or Come to Consensus
- Common Interests over Special Interests

CONSENSUS

Everyone in the group supports, agrees to, or can live with, a particular decision. In the end, everyone can say: "I believe you understand my point of view. I believe I understand your point of view. Whether or not I prefer this decision above all others, I will support it because it was reached fairly and openly."

TOOLS FOR CONSENSUS

1. A COMMON UNDERSTANDING OF WHAT CONSENSUS IS:

   Groups should develop their own definition of what will be considered consensus and an understanding of how the group will know when consensus has been achieved. (See "Testing for Consensus") Display the definition on a flip chart.

2. A FALL-BACK DECISION-MAKING METHOD:

   Before even beginning the discussion, make a decision about which alternative decision-making method will be used if consensus cannot be reached. (It is important to do this before the discussion. If impasse is reached and the parties then try to decide on an alternative decision-making method, they tend to try to enforce an alternative which they know has the best chance of delivering their own preferred solutions.)

3. DEVELOPMENT OF A COMMON UNDERSTANDING OF WHAT THE ISSUE OR PROBLEM IS:

   There should be an agreement on the nature and scope of the problem or issue under discussion before there is an attempt to reach consensus about it. Different definitions of what is being discussed usually result in extreme difficulty and confusion when a group tries to reach consensus.

   Try to develop an agreed statement of the issue. Display data about it using such tools as a fishbone chart, a force-field analysis, or other graphic tools. Use bar-charts, pie-charts, and graphs to display relevant statistical data.

4. UNDERSTANDING OF THE PARTIES' INTERESTS:

   The parties to the decision may have different interests at stake in the outcome. A thorough understanding of each parties' interests makes it more likely that they can come to a consensus agreement which will satisfy those interests. List interests on a flip chart and display them for everyone to see.

BEHAVIORS THAT HELP THE GROUP TO REACH CONSENSUS

LISTENING NON-JUDGEMENTALLY

Think about what the other person is saying.
Don't think about your counter-argument.

CHECKING FOR UNDERSTANDING

Restate and summarize what you think you heard.
Ask if you got it right.

SUPPORTING/BUILDING ON EACH OTHER'S THOUGHTS

Take another person's idea as a starting point
for your contribution and build on it.

BEING OPEN AND AUTHENTIC

Try to avoid gamesmanship. Find ways of staying open to
persuasion. You could be wrong. Be willing to say so.

TAKING THE TIME REQUIRED

Allow approximately double the time you first thought of.
Remember that more time spent making the initial decision
saves you time later on.

EXPLORING MINORITY OPINIONS

Don't discount opinions just because they are the
minority view.

NOT PENALIZING "STAND-OUTS"

Groups treat "stand-outs" as if they are deviants.
Peer pressure can be harmful when it shuts down debate.
The Bay of Pigs decision is a classic. Remember the trip to
Abilene!

AN INTEREST-BASED PROBLEM SOLVING FRAMEWORK

- DEFINE THE PROBLEM
- IDENTIFY THE INTERESTS INVOLVED
- BRAINSTORM OPTIONS
- AGREE UPON OBJECTIVE CRITERIA FOR SELECTING AN OPTION
- EVALUATE OPTIONS ACCORDING TO THE INTERESTS AND CRITERIA
- DEVELOP CONSENSUS ON A SOLUTION WITH CLEAR COMMITMENTS
- IMPLEMENT THE SOLUTION

Options

- Possiblities that require agreement of both sides
- A means of meeting the interests

Criteria

Fair and objective standards for measuring an option

- Interests
- Options
- Alternatives (BATNA)
- Criteria
- Commitment
- Solution

Blue Jay school has three students with severe disabilities integrated full time into second and third grade, including Nathan's sister. there is one full time itinerant teacher who has a caseload of 8 students at three schools in the district, one part time integration specialist, who also splits her time between the three sites. Blue Jay school has one 8 hour aide for the three students with severe disabilities, a resource room teacher, a full time speech therapist and a half time psychologist. The aide is only funded for 6 hours and the other two come from Chapter One monies.

LVS District has been involved in full inclusion for three years. The program is viewed tenuously and with some suspicion by general ed teachers who feel special ed is again encroaching on the staff and funds. They worry the funding will go away and more than once they have said they feel they were promised 1:1 aides when the program started three years ago.. Full inclusion along with the budget crisis, have been the most controversial issues in the district this past year.

The itinerant teacher feels that with a well trained aide and the appropriate use of scheduling and curriculum adaptations, Nathan does not require full time aide assistance. However, the teaching staff at Blue Jay is adamant. The LVS District Special Education director can not afford to add any more aide time at any of the sites . There are already 18 hours worth of aide time among the 8 students in full inclusion classrooms eg. six hours are essentially unfunded. The director is very committed to the program and wold like to see it succeed. Some principals are not as committed but appear supportive. The principals are, of course, supportive of the classroom teacher. . Up until this point, Nathan has made tremendous progress on IEP goals and objectives. His mother feels she would like to keep him in the full inclusion placement but wearies of the constant battles and meetings. "Other options" for placement including a more restrictive Special Day class are being discussed, even though Nathans needs have been more than adequately met the past two years in the general classroom setting.

Identify the issues, interests and brainstorm options. What is the B.A.T.N.A.?..

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SHARED DECISION-MAKING *Action Plan*

Name: ____________ District: ____________ Date: ________

1. Define the Problem:

Steps	When	Who
2. Identify the interests involved:		
1. ____________________		
2. ____________________		
3. ____________________		
4. ____________________		
5. ____________________		
6. ____________________		
3. Brainstorm options:		
1. ____________________		
2. ____________________		
3. ____________________		
4. ____________________		

Steps	When	Who
4. Agree upon objective criteria for selecting an option:		
1. ____________________		
2. ____________________		
3. ____________________		
4. ____________________		
5. Evaluate options according to interests and criteria:		
1. ____________________		
2. ____________________		
3. ____________________		
4. ____________________		
5. ____________________		
6. ____________________		
7. ____________________		
8. ____________________		
9. ____________________		
10. ____________________		

Steps	When	Who
6. Develop consensus on a solution with clear commitments:		
1. ____________________		
2. ____________________		
3. ____________________		
4. ____________________		
7. Implement the solution		
8. Evaluate success of solution:		
1. ____________________		
2. ____________________		
3. ____________________		
4. ____________________		

9. Return to options if necessary.

Resource Directory

Resources

and

Services Available

for

those with

Special Needs

Compiled by Ken Haight

ACADEMIC/TRAINING/COLLEGE PROGRAMS

(Assessment, College Programs, Computers and Technology, Curriculum, Educational Training, Learning Assistance and Tutorial, Mainstreaming and Collaboration, Referral Process, Teaching Methods and Objectives)

Assessment Programs:

Educational Assessment and Placement:

Early Childhood Special Education
Merced County Office of Education
632 West 13th Street
Merced, CA 95340
(209) 385-8416 (209) 385-8404

PURPOSE: To serve children with special needs from birth to age five.

Resource Specialist Program:

Merced County Office of Education
(209) 385-8333

PURPOSE: To provide support to students so that they can succeed in regular education.

College Programs:

Christian Colleges:

Bluffton College, Bluffton, OH	1-800-488-3257
Calvin College, Grand Rapids, MI	
Cedarville College, Cedarville, OH	1-800-777-2211
Central College, McPherson, Kansas	
Dordt College, Sioux Center, Iowa	1-800-34 DORDT
Eastern College, St. Davids, PA	
Evangel College, Springfield, MO	1-417-865-2811
George Fox College, Newberg, OR	1-503-538-8383
Fresno Pacific College, Fresno, CA	
Gordon College, Wenham, MA	
Greenville College, Greenville, IL	1-800-345-4440
John Brown University, Siloam Springs, AK	
Malone College, Canton, OH	1-800-521-1146
Mt. Vernon Nazarene College, Mt. Vernon, OH	1-800-782-2435

Christian Colleges (Con't):

Northwest Nazarene College, Nampa, ID	1-800-NNC-4-YOU
Olivet Nazarene University, Kankakee, IL	
Oral Roberts University	1-800-678-8876
Seattle Pacific University, Seattle, WA	1-800-366-3344
Sioux Falls College, Sioux Falls, SD	1-800-888-1047
Southern California College, Costa Mesa, CA	1-800-SCC-6279
Sterling College, Sterling, KS	
Taylor University, Upland, ID	
Trinity Christian College, Palos Heights, IL	1-800-748-0087
Union University, Jackson, TN	1-901-668-1818
Whitworth College, Spokane, WA	1-800-533-4668

Private Colleges:

Chapman University
Learning Handicapped, SH, Resource Credentials
Master of Arts in Special Education

Merced Office:
3337 "M" Street
Merced, CA 95348
209-723-2105

Other Locations: Modesto, Castle Air Force Base, Stockton)

Public Colleges:

COMPUTERS/TECHNOLOGY:

Computers and Software

Aquarius Instructional
P.O. Box 128
Indian Rocks Beach, FL 34635
1-800-338-2644
1-813-595-7890

Software for students with special needs.

Dragon Systems Inc.
90 Bridge Street
Newton, MA 02158
617-965-5200

Software programs that run your computer with voice commands.

Computers and Software (Con't)

Independent Living Aids Inc.
Can-Do Products
27 East Mall
Plainview, NY 11803
1-800-537-2118

Products for active independent life.

Technology Centers for Computer Training

Assistive Communication Technology Services Center
Tenaya Middle School
760 W. 8th Street, Room 32
Merced, CA 95340

Purpose: To match appropriate communicative devices with disabled students so that they may communicate to their highest achievement level.

Ginsburg Technology Center

Purpose: To train and expose students, teachers and parents to a variety of technology associated with computers.

CURRICULUM:

Steck-Vaughn

EGBAR
The Fresno Bee Educational Services
1626 East Street
Fresno, CA 93786

EDUCATIONAL TRAINING AND INSERVICE:

Performance Learning Systems
224 Church Street
Nevada City, CA 95959
1-916-265-9066

LEARNING ASSISTANCE/TUTORIAL:

STUDENT STUDY TEAM - (Each School District has a team.)

Purpose: To review ways to help a student achieve to their highest level, and if necessary make a referral for special education.

LEARNING PROBLEMS:

California Association of Resource Specialist
2401 L Street
Sacramento, CA 95816

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Institute for LD
313 Caruth-O'Leary Hall
University of Kansas
Lawrence, KS 66103

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234

Marin Puzzle People Inc.
17 Buena Vista Avenue
Mill Valley, CA 94941

The Orton Dyslexia Society
Chester Building
Suite 382
8600 LaSalle Road
Baltimore, MD 21286

Specialized Training of Military Parents
12208 Pacific Highway SW
Tacoma, WA 98499

MAINSTREAMING/COLLABORATION:

Referral Process to a Special Education Program

Merced County Office of Education
632 West 13th Street
Merced, CA 95340
209-385-8391
Purpose: To help those who need special education get the services that are needed in order to benefit the fullest from an individualized program.

ANIMALS AND AGRICULTURE SUPPORTING THE DISABLED

(AGRICULTURE, COMMUNITY PROGRAMS, DOG TRAINING, HORSE THERAPY, SCHOOL PROGRAMS)

AGRICULTURE

EGBAR FOUNDATION
Fresno Bee Educational Services

COMMUNITY PROGRAMS

4-H Program

DOG TRAINING AND ASSISTANCE

Canine Companions for Independence
National Offices
4350 Occidental Road
P. O. Box 446
Santa Rosa, CA 95403-0446
(707)528-0830
(800)767-BARK

Purpose: A nonprofit organization that trains dogs to assist people with disabilities for those that are not blind. (Tasks include pulling wheelchairs, retrieving items, warning of danger for the deaf, etc.)

GUIDE DOGS

Paws for Pals
Grand Rapids, MI

HORSE RIDING FOR THERAPY

North American Riding for the Handicapped Association Inc.
P. O. Box 33150
Denver, CO 80233
(800) ???-RIDE (7433)

Future Farmers of America (FFA)

ARTS, MUSIC AND DRAMA FOR THE DISABLED

LITERATURE/POETRY

MUSIC THERAPY

Merced Music Guild
Deanna Morgan: President
(209)722-9752

SPECIAL ARTS FESTIVALS

TELEVISION:

ABC Television
Audience Information Department
77 West 66th Street
New York, NY 10023
(212)456-7477

CBS Television
Audience Services
524 West 57th Street
New York, NY 10019
(212)975-3247

NBC Television
30 Rockefeller Plaza
New York, NY 10112
(212) 664-2333

GOVERNMENT LAWS AND REGULATIONS

FEDERAL LAWS AND REGULATORY AGENCIES

American with Disabilities Act (ADA)
(Compliance kit to the ADA Law: Handbook, Video, Software)
California Chamber of Commerce
P. O. Box 1736
Sacramento, CA 95812-1736
(800)331-8877

DEPARTMENT OF EDUCATION
400 Maryland Avenue, S.W.
FOB Room 4181
Washington, DC 20202
(202)426-6426

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration of Developmental Disabilities
200 Independence Avenue SW
Room 348E-5
Washington, DC 20201
(202)245-2890

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
Department of Education
1200 19th Street NW Room 722
Brown Building
Washington, DC 20208
(202)254-8251

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
Department of Education
400 Maryland Avenue SW Room 2189
Washington, DC 20202
(202)245-8720

OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES
Department of Education
300 C Street SW Room 3006
Washington, DC 20202
(202)732-1723

FEDERAL LAWS AND REGULATORY AGENCIES (CON'T)

OFFICE OF VOCATIONAL AND ADULT EDUCATION
Department of Education
ROB #3, 7th and D Streets SW Room 5102
Washington, DC 20202
(202)456-1414

LOCAL LAWS AND REGULATORY AGENCIES

Merced County Chamber of Commerce
1636 Canal Street
Merced, CA 95340

690 West 16th Street
Merced, CA 95340

California Laws and Regulations: Available at Merced SELPA Office
632 West 13th Street
Merced, CA 95340
(209)385-8392

STATE LAWS AND REGULATORY AGENCIES

California Laws
(916)551-2380

TTY AND TDD DIRECTORY
Dear Counselling Advocacy and Referral Agency
(DCARA)
568 Parrott Street
San Leandro, CA 94577

Purpose: This organization publishes a telephone directory used by TDD users. G.S. Ladd Chapter of the Telephone Pioneers of America have joined forces with DCARA to collect information useful to TDD users.

HOME MEDICAL CARE
Beverly Home Care
2926 "G" Street, Suite 204
Merced, CA 95340
(800) 776-3043
(209)723-3000

MEDICAL/HEALTH CONCERNS AND INFORMATION

(Disabilities and syndromes, blind and sight, deaf, home medical care, hospitals and health care, medications, medical conditions, medical organizations, medical supply and equipment, mental health, and substance abuse.)

DISABILITIES AND SYNDROMES

Alzheimer's Associations and Assistance

Merced County Human Services (In Home Supported Services)
2115 West Wardrobe Avenue
Merced, CA 95340
(209)385-3000 Ext. 5856

Merced/Mariposa Chapters
3 West 20th Street
Merced, CA 95340 (Open 10:00A.M. to 2:00 P.M.)
(209)383-0911

National Alzheimer's Association
1-(800)-272-3900

Alzheimer's Private Agencies for Respite Care
Beverly Home Care
Lindly Home Care

Alzheimer's Respite Care
"Valley Care Givers"
Modesto Office
Fresno Office

Cerebral Palsy Association (CPA) Merced County
(209)358-8772 - Vicki Woods
(209)385-6761

Cystic Fibrosis Foundation

Epilepsy

Muscular Dystrophy Association
Multiple Sclerosis Association of America
1(800)-860-7922

STATE LAWS AND REGULATORY AGENCIES (Con't)

HOSPITALS AND HEALTH CARE

Anberry Center for Rehabilitation
1685 Shaffer Road
Atwater, CA 9?????????
(209)357-3420

Mayo Clinic
Medical Education and Research
Rochester, MN 55905

Merced Community Medical Center (MCMC)
Merced, CA 95340

Mercy Hospital
Merced, CA 95340

Merced County Health Department
Public Health Nursing and California Children Services
240 East 15th Street
Merced, CA 95340
(209)385-7710

Merced County Human Services Agency
2115 West Wardrobe Avenue
Merced, CA 95340
(209)385-3000 Ext. 5275

Riggs Ambulance Service

Shriners Hospital Referral Line
(800) 237-5055
(800) 282-9161

Stanford Hospital
San Francisco, CA 94161

Valley Children's Medical Center
3151 North Millbrook
Fresno, CA 93703
(209)225-3000

National Down Syndrome Society
666 Broadway
New York NY 10012
1(800)-221-4602

Tourette Syndrome

BLIND AND SIGHT ASSISTANCE PROGRAMS

"Canine Companions for Independence"
P.O. Box 8247
Rancho Santa Fe, CA 92067-8247
(619)-756-1012

Guide Dogs for the Blind Inc.
Box 1200
San Rafael, CA 94902
(415)-499-4000
Purpose: A nonprofit organization that provides highly trained dogs and training in their use with their masters.

Guide Dog Puppy Program
Cecelia Ferguson
382-1932
Purpose: To train dogs in order to be accepted into the guide dog training program.

Merced County Services for the Visually Impaired
Merced County Office of Education
632 West 13th Street
Merced, CA 95340
(209)-357-6151
Purpose: Services provided for student through an itinerant teacher that provides consultation, training and referral assistance.

National Federation of the Blind of California
5982 South Land Park Drive
Sacramento, CA 95822
1(916)-424-2226
1(800)-775-2226
Purpose: Research and development of technical aids, appliances, and assistance for the blind.

Recordings for the Blind Inc.
20 Roszel Road
Princeton, NJ 08540

Talking Books
Library of Congress
National Library Service for the Blind and Physically Handicapped
1291 Taylor Street, N.W.
Washington, DC 20542

Deaf Information

Same SignShine (Camp for hearing-impaired students)
P. O. Box 538
Truckee, CA 96160
(916)389-2118

DEAF HOUSE
Transitional Housing for Deaf Men
22289 Pearce Street
Hayward, CA 94541-3915
(510)733-3850
888-9527 FAX
Purpose: Agency provides: counseling, legal assistance and advocacy, job development, information.

Gallaudet University (College for the Deaf)
Washington, DC

Hear Now
9745 E. Hampden Avenue
Suite 300
Denver Colorado 80231
Purpose: A national organization dedicated to providing hearing aids and cochlear implants to low income children and adults.

Norcal Center on Deafness
2848 Arden Way, Suite 210
Sacramento, CA 95825
(916) 973-8448 TTY/V
(916) 973-0633
Purpose: A member of the coalition of agencies serving the deaf.

HHS Building 31
Room 8A-06
Betheseda, MD 20205

MEDICAL SUPPLY AND EQUIPMENT

Medic Alert Foundation
(Medical Information Bracelet)
Turlock, CA 95381-1009
1(800) 432-5378

Merced Medical Supply
1827 Canal Street
Merced, CA 95340
(209)-722-3832

Valley Home Medical Supply
1515 W. Main Street
Merced, CA 95340
(209)-725-1200

MENTAL HEALTH:
AMI of Merced county
Ida M. Frade
7260 N. Jones Road
Winton, CA 95388
(209)358-3423

California Department of Mental Health
1600 Ninth Street
Sacramento, CA 95814

D/ART Program (Depression Awareness)
National Institute of Mental health
Room 10-85
5600 Fishers Lane
Rockville, MD 20857

Mental health Association of Merced
P. O. Box 343
531 W. Main Street
Merced, CA 95341
(209) 723-5111

Merced County Mental Health
480 East 13th Street
Merced, CA 95340
(209)725-3700

MEDICATIONS

Ritalin: Use for Hyperactivity (ADD)
Manufactured by: Ciba Geigy Corporation and MD Pharmaceutical Inc.
Generic substitute: Methylphenidate

MEDICAL CONDITIONS
AIDS
DIABETES
Diabetes Prevention Trail Center (Stanford)
(415)725-0497

TB (Tuberculosis)

MEDICAL ORGANIZATIONS
American Cancer Society (Merced Unit)
(209)722-3341

Center for Disease Control

Medical Alert
1(800)ALERT

National Heart, Lung and Blood Institute
National Institute of Health
National Mental Health Association
1021 Prince Street
Alexandria, VA 22314-2971

SUBSTANCE ABUSE
Alcohol and Drug Abuse Services
658 West Main Street
Merced, CA 95340
(209)-725-3678

Women Services
(209)725-3686

ORGANIZATIONS AND ASSOCIATIONS

ASSOCIATIONS TO ASSIST THE DISABLED

ADA NATIONAL:
American with Disabilities Act: Group that advocates for the disabled.

ASSOCIATION FOR RETARDED CITIZENS - FRESNO
291-0611

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
4156 Library Road
Pittsburgh, PA 15234
(412)341-8077

AUTISM SOCIETY OF THE SAN JOAQUIN VALLEY

John F. Kennedy School
Modesto, CA
Gwen Barnett
576-0217

CAL-TASH (The Association for Persons with Severe Handicaps)
346-19th Street
Santa Monica, CA 90402-3410

CAMI (California Alliance for the Mentally Ill)
1111 Howe Avenue, Suite 475
Sacramento, CA 95825
(916) 567-0163

CARS (California Association of Resource Specialists)
2401 "L" Street
Sacramento, CA 95816

CAPH
Organization that helps coordinate housing..........
(209)-222-2274
(209)222-2396

Center on Disabilities
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330
(818)885-2578

CHALLENGED (Parent Support Group)
1595 Ann Court
Merced, CA 95340
(209)383-2302 (Jodi Fraye)

Children's Roundtable
632 West 13th Street
Merced, CA 95340
1(800)-232-0191
(209)385-8474
Purpose: A one-call referral that puts those that need services for special needs in touch with Merced County programs.

Children's Services Network of Merced County
1701 "N" Street
Merced, CA 95340
(209)722-3804

2115 W. Wardrobe
Merced, CA 95340
(209)385-3000 Ext. 5431

848 Sixth Street
Los Banos, CA 93635
(209)826-4970
Purpose: Assist parents with respite and child care services. Has as resource and referral program in order for parents to network with community services.

COUNCIL FOR EXCEPTIONAL CHILDREN

Eagle Hill Outreach
45 Glenville Road
Greenwich, CT 06830
(203)622-9240

Epilepsy Foundation of America
4351 Garden City Drive
Landover, MD 20785
1(800)EFA-1000
Purpose:

Foundation for Children with Learning Disabilities
99 Park Avenue
New York, NY 10016
(212) 687-7211

Integrated Resources Institute
Integration Institute
P. O. Box 3408
Laguna Hills, CA 92654-3408

18662 MacArthur Blvd. Suite 330
Irvine, CA 92715-1207

NATIONAL MULTIPLE SCLEROSIS SOCIETY
733 Third Avenue
New York, NY 10017-3288
1(800)LEARN MS
Purpose: This national non-profit health organization provides information, services and supports research into the cause, cure and treatment of MS.

REGIONAL CENTERS

Central Valley Regional Center
3195 "M" Street, Suite D
Merced, CA 95348
(209)-723-4245

United Cerebral Palsy of Central California
United Way of Fresno
Purpose:
United Way of America

NATIONAL ASSOCIATION OF PRIVATE SCHOOLS FOR EXCEPTIONAL CHILDREN
1625 I Street, NW
Suite 506
Washington, DC 20006
(202)223-2192

PRODUCTS FOR THE DISABLED

AbleData
Silver Spring, MD
Phone #######
Catalogs over 18,000 devices that assist the disabled.

Directory of Accessible Van Rentals

PUBLICATIONS FOR AND ABOUT THE DISABLED

BOOKS!!!

Awakenings - Dr. Oliver Sacks. Made into movie starring Robin Williams about the effects of the drug L-dopa and how it revived severely disabled patients.

Count Us In - Jason Kingsley and Mitchell Levitz write about their lives and careers as Down Syndrome individuals.

Finding God - Dr. Larry Crabb helps people understand how to deal with life's problems.

The Misunderstood Child - Larry B. Silver, McGraw-Hill.

No One to Play With: The Social Side of Learning Disabilities - Betty B. Osman, Random House.

Preventing Special Education . . . for those who don't need it! - Laurence M. Lieberman, Glo Worm Publications.

The Learning Diosabled Child: Ways that Parents Can Help", - Suzanne H. Stevens, John F. Blair Publishing.

When God Doesn't Make Sense - Dr. James Dobson. Focus on the family publication. (Helps confront the question:: Why God allows things to happen to you?)

MAGAZINES (PROFESSIONAL)

The Archives of General Psychiatry: (Mental Health Concerns)

NEWSLETTERS

"CTA Action" - Issues that deal with teachers in California through the teacher association. (415) 697 - 1400

"The Courier" A newsletter about activities and programs concerning Canine Companions. 1-800-767-BARK

"Down Syndrome Update" 1-800-221-4601
666 Broadway, New York, NY 110012

"Exceptional Times" This newsletter keeps those in Merced County informed of events for those with disability concerns.
Offered by the Merced County Office of Education (209) 385-8395

"Inside MS" A newsletter published three times a year by the National Multiple Sclerosis Society
733 Third Avenue
New York, NY 10017-3288
(212) 986-3240

JAF Ministries Newsletter - A newsletter that highlights disabilities in the church.
P. O. Box 333
Agoura Hills, CA 91301

"The Newtwork" - A newsletter that informs those that have issues from a religious perspective.
(707) 795-5927 Joan or Michael

"Southwest Paws Newsletter" (Companion dog information)
P. O. Box 8247
Rancho Santa Fe, CA 92067

"The Special Edge" - A bi-monthly newsletter published by RISE (Resources in Special education. Statewide news of special education issues around the state of California.
650 Howe Avenue, Suite 300
Sacramento, CA 95825
1-800-894-9799
1-916-641-5925

HANDBOOKS AND RESOURCE GUIDES:
"A Parent's Handbook on Developmental Disabilities"
State Council on Developmental Disabilites
2000 "O" Street, Suite 100
Sacramento, CA 95814

"Parent's Resource Directory"
Children's Services Network of Merced County
1701 "N" Street
Merced, CA 95340
(209)722-3804

"Reaching for the Light" - A resource guide for coping with mental health problems.
Mental Health Association in California
926 "J" Street, Suite 611
Sacramento, CA 95814
(916) 441-4627

"Consumer Information Catalog" - A resource catalog of free and low cost federal publications.
S. James
Consumer Information Center - 3C
P. O. Box 100
Pueblo, CO 81002

PUBLISHERS:

"Focus on the Family" Publications
1-800-A-FAMILY

Zondervan Publishers
5300 Patterson Avenue, SE
Grand Rapids, MI 49530
1-800-424-7963

SOCIAL CONCERNS, PERSONALITIES AND LEADERSHIP

Church and Religious, Independent Living, Mainstreaming, personalities/Testimonials and Leadership, Volunteer Opportunities, Youth Organizations

Church and Religious Issues:

Breakpoint
1-800-995-8777

Friendship - Sunday School material for the disabled)
Grand Rapids, MI

Focus on the Family

National REsearch Center

Parent Talk
1-800-776-1060

Prison Fellowship
Breakpoint, Aftercare, Angel Tree, Justice Fellowship, Neighbors Who Care, The Wilberforce Forum
P. O. Box 17500
Washington, DC 20041-0500
(703)834-3675

INDEPENDENT LIVING

MAINSTREAMING

PERSONALITIES AND LEADERSHIP

ACCIDENTS:

Sandra Rossi - arm severed by a crocodile but has positive attitude about the experience.

ACTING:

Marlee Matlin is a well known actress and star of "Reasonable Doubts" is a successful deaf TV start.

ARTIST:

Joni Eareckson Tada:. An artist with a special talelnt who paints using a mouthstick
P. Buckley "Pat" Moss: A world known artist from Virginia that is dyslexic.

MUSICIANS:

Joni Eareckson Tada has recorded several songs, most tapes and CD's available at Christian book stores.

SPORTS:

"Climber" Mark Wellman , the first paraplegic, to climb Half Dome in Yosemit. He and partner, Jeff Pagles, became the first to cross the Sierra crest on skis. (April, 1993)

WRITERS:

Joni Eareckson Tada has written children's books that deal with disabilities and books that address issues surrounding those with disabilities.

"Scientist" Stephen Hawking, author of "A Brief History of Time" a professor at Cambridge

VOLUNTEER OPPORTUNITIES

Angle Tree)(Gifts to those in Prison)
Prison Fellowship
P. O. Box 17500
Washington, D.C. 20041-0500
(703)-834-3675

World Servants (JAF Family Retreat Volunteers)
8233 Gator Lane #6
West Palm Beach, Florida 33411
(407) 790-0800

YOUTH ORGANIZATIONS

4-H
UC Cooperative Extension Office
(209)358-7418

Of the many projects some that may assist the disabled include: raising animals, guide dogs, therapeutic horse riding, career exploration, crafts and skill courses.

BOY SCOUTS OF AMERICA

CADET SCOUTS

This national program offers many skill and craft projects, camping and day trips, with an emphasis in spirtual growth.

CALVINETTE SCOUTS

CHRISTIAN BERETS
1325 Yosemite Boulevard
Modest, CA 95354

This religious group offers support and camping activities for the disabled.

GIRL SCOUTS OF AMERICA

SPORTS AND RECREATION FOR THE DISABLED

Camping, climbing/hiking, fishing, hockey, horses, hunting, personalities, Special Olympics, recreation, skiing, and travel

CAMPING

"Camp SignShine" - Camp for Hearing Impaired students)
P. O. Box 538
Truckee, CA 96160
916-389-2118
Lake Valley Reservoir

CLIMBING:

Climber Mark Wellman has a video "Extreme" of his ascent of Half Dome. He is a climber that is paraplegic.

FISHING

Wheelchair access to fishing at Piers in San Francisco Bay and Pacifica. Grizzly Island east of Fairfield, East Fork of the Russian River in Mendocino County.
Contact: Bob Snyder "Department of Fish and Game, Yountville.

HIKING:

Sonoma County Parks and Recreation - This county program has made trails available to wheelchairs along the coast. Other locations: Lake County's Anderson State Marsh near Highway 53.

HOCKEY

Fresno Falcon Hockey - Free tickets offered to students and adults enrolled in a special education program

Contact:
"Special Kids"
329-A N. Van Ness
Fresno, CA 93701

HORSE RIDING

North American Riding for the Handicapped Association Inc.
Contact: P. O. Box 33150
Denver, CO 80233
1-*00-369-RIDE

HUNTING

Waterfowlers can hunt from wheelchair blinds in: Delevan in Colusa County, Grizzly Island in Solano County, Mendota in Fresno County, and Imperial Wildlife Area in Imperial County

Shooting Information
Contact: National Shooting Sports Foundation
555 Dabury Road
Wilton, Conneticut 06897

PERSONALITIES AS INSPIRTATIONS:

Jim Abbott - One armed major league pitcher

SPECIAL OLYMPICS
SPECIAL OLYMPICS INTERNATIONAL
Washington, D.C.
Founded by Eunice Kennedy Shriver in 1960's
Over 100 countries compete in 22 sports with more than 50,000 volunteers.

Merced County - for over 20 years the Merced County Special Olympics have been operating. Merced County Parks and Recreation have been instramental in the growth in the programs in recent years.

RECREATION

Dos Palos Community Service Center
Reynolds Street
Dos Palos, CA

SKIING AND WINTER SPORTS

National Disabled Winter Sports Clinic
Crested Butte Mountain REsort

TRAVEL
California Office of Tourism
Department of Commerce
1121 L Street, Suite 103
Sacramento, CA 95814
916-322-2881

SUPPORT AND ASSISTANCE GROUPS

Federal Support, Financial, Fundraising groups, Local supportive groups, Statewids support groups.

FEDERAL SUPPORT OF DISABILITIES AND RELATED ISSUES:
Food, Shelter, Clothing

Atwater Veterans Hall
Dos Palos Community Service Center
Los Banos Elks Lodge
merced Community service Center - 411 West Avenue

"Operation Share"
Central Presbyterian Church
Monday through Friday Breakfast Program

Sacred heart Hall
504 13th Street
Merced, CA 95340

Salvation Army
1330 West 12st Street
Merced, CA 95340
Breakfast: M-F 7:00 to 8:45 A.M.
Dinner: S/S 4:00 to 6:00 P.M.
Emergency Groceries

FUNDRAISING GROUPS:

Christian Fund for the Disabled (CFD)
JAF Ministries

Easter Seals Society

"Funbar Olympics" Hosted by Stuart Anderson's Black Angus Restaurant, 1737 E. Shaw in Fresno. Supports the United Cerebral Palsy organization.

Hyatt Lake Tahoe

Lions Clubs

Sertoma

TCI Cablevision (Supports MDA) Muscular Dystrophy

DISABLED CHILDREN FUNDRAISER

Elks Bowl Football
Annual Merced Bowl Game
Merced, CA

Purpose: The Merced County Elks organization raises money to provide assistance to children with disabilities.

Shriners Hosptitals for Crippled Children
Office of the General Counsel
2900 Rocky Point Drive
Tampa, FL 33607
(813)885-2575

TUBFIRM
Adelaide Dice (209)723-5998
Purpose: This organization with roots from Norway collects cancelled stamps to raise money for disabled children and needy children (Norwegian Health Srevice, Sons of Norway)

"Funbar Olympics" Hosted by Stuart Anderson's Black Angus Restaurant, 1737 E. Shaw in Fresno. Supports the United Cerebral Palsy organization.

KUBB COUNTRY (COUNTRY RADIO STATION - 96.3 MERCED)
1(800)553-KUBB
(209)722-KUBB
Supports the Disabled through fundraisers.

LOCAL SUPPORT GROUPS

"Challenged"
1595 Ann Court
Merced, CA 95340
Family Resource Center
357-1058

Parents of Children with Life-Threatening Conditions
(209)357-1058 (Challenged)

Parents of Children with Severe Emotional Disorders
Central Presbyterian Church
520 W. 20th Street
Merced, CA 95340
(209)357-1058

Survivors of Sorrow
Parents who lost a child in death
(209)357-0669

STATEWIDE SUPPORT GROUPS

Runaway Hotline
"Ears for Freas"
California Runaway Hotline
C/O CCYFC
P.O. Box 163147
Sacramento, CA 95816
1-800-THE-5200
Purpose: To provide counseling, resource referrals and messages to family members in order for runaways to have a place to turn.

VOLUNTEER PROGRAMS
Salvation Army: Needs volunteers for various programs
(209)383-4225

VOCATIONAL TRAINING PROGRAMS

SUPPORTED/SHELTERED EMPLOYMENT

SHELTERED EMPLOYMENT:

"Employees work in a protected work environment and receive a paycheck every two weeks."

SUPPORTED EMPLOYMENT:

"Employees work with a work crew in the community, usually as a group called an "enclave.

LOCAL EMPLOYMENT OPPORTUNITIES

ARC- FRESNO
Administration/FPC/EMP. PLUS
5755 E. Fountain Way
Fresno, CA 93727

*Janitorial Program	Fresno	209-294-0521
*Kelso West	Kerman	209-846-8003
*Independent Living Program	Fresno	209-252-9433
*Sanger Facility	Sanger	209-875-0527
*Best by Far	Fresno	209-291-4412
*Kelso Avtivity Center	Fresno	209-237-5101
*Children's Center	Fresno	209-442-0265

Career Development Program
Bridging the gap between employers and people with disabilities
1777 N. "G" Street, Suite 5
Merced, CA 95340
209-384-9226

Kingsview Work Experience
Atwater
100 Air Park Road
Atwater, CA 95301
209-357-0321

Los Banos
7th and I Streets
Los Banos, CA 93635
209-826-8118
Purpose: To help disabled individuals develop an optimum level of social, vocational, and economic independence in their community.

Private Industry Council (Fresno)

STATEWIDE EMPLOYMENT PROGRAMS

Department of Rehabilitation
P. O. Box 944222
Sacramento, CA 94105

Purpose: Assist the disabled with job training and placement.

BERKELEY UNIFIED SCHOOL DISTRICT

HANDBOOK FOR INCLUSIVE EDUCATION

SECTION I

INTRODUCTION

This handbook is provided as a resource for teachers, administrators, and support staff involved in the inclusion of students with disabilities in general education classrooms. Inclusive education will be defined and the benefits listed. The handbook includes guidelines, procedures, strategies, and resources.

The philosophy of "inclusive education" is simple: whenever possible, children belong with their age appropriate peers in general education classrooms at their home schools. The implementation of this philosophy occurs in different ways for each student. (Napa Valley U.S.D.)

A. HISTORY

B. MISSION OF THE BERKELEY UNIFIED SCHOOL DISTRICT INCLUSIVE EDUCATION TASK FORCE/INCLUSIVE EDUCATION ADVISORY COMMITTEE

1. Develop recommendations for an expansion of the existing objectives outlined in the BUSD "Strategic Plan";
2. Coordinate our efforts with those of general school restructuring;
3. Develop district guidelines for inclusive education service delivery;
4. Identify district and individual school site needs related to the inclusion of students with severe disabilities;
5. Develop and implement short- and long-term action plans based on the needs assessments;
6. Review district job roles and responsibilities for special education teachers, paraprofessionals, and related service providers based on current best practices in the field, coordinating our efforts with personnel unions;
7. Secure inservice training for district staff, students, and families based on identified needs;
8. Develop a library of materials related to awareness of different abilities for use by staff, students and families;
9. Infuse information on ability awareness into the core curriculum;
10. Develop evaluation systems for students with severe disabilities which reflect current best practices in assessment; and
11. Exist as an ongoing resource for technical assistance for educational personnel, administrators, families and students.

*Adopted February, 1993.

C. DEFINITION/PRACTICES

Commonly Asked Questions

What is inclusion or inclusive education?

Inclusion represents an opportunity for students with disabilities who have been educated in "special" separate programs to attend their home schools and participate in general education classrooms and curricula with their age-group peers. Inclusion is an evolutionary process through which the needs of the individual students are addressed by general and special education staff who help provide the necessary supports to meet the students' needs. The inclusion process teaches staff and students the value of diversity. It provides a learning environment intended to better prepare everyone involved for cooperative living in a diverse community. (Napa Valley U.S.D.)

What is the difference between inclusion and mainstreaming?

Inclusion means students are assigned to, and fully participate in, the same general education classrooms as their age-group peers. All included students are considered primary members of the general education classroom.
Mainstreaming most often means that students from a self-contained special day class participate in some specific activities within the general education program. Mainstreamed students are considered primary members of the special education classroom. (Napa Valley U.S.D.)

What is the status of inclusive education in the Berkeley schools?

Presently many students with moderate to severe disabilities are being successfully included in general education classrooms on a full-time basis. Eligibility for inclusive education requires that the student have an active and current Individualized Education Plan (IEP). The teachers of these students are being given a variety of levels of support, as appropriate to the needs of individual students and to the classroom settings. Several elementary schools, as well as Hopkins Preschool, Willard Middle School and Berkeley High School have students included at this time.

What assumptions underlie inclusive education?

The following statements provide the rationale for inclusive education:

- All students can learn
- All students benefit from living, growing, and learning together throughout the formal education process.
- Effective schools should be effective for *all* students.
- The learning styles and goals of students vary widely in every general education classroom
- All students are entitled to have access to a variety of curriculum and instructional options, with adaptations and modifications necessary to meet their individual needs.
- Collaboration between general and special education personnel draws on the expertise of both groups and is an effective method for serving students with disabilities in the general education classroom.
- The success of all students is a shared responsibility among all education personnel. (San Diego City Schools handbook p. 3.)

Questions Often Asked by General Education Teachers (These questions will be addressed in more detail later in the handbook.)

Why is this student in my classroom?

It's the natural environment for a student to grow and develop with other children their age. In this environment, a student's needs and goals can be met in meaningful ways. In addition, including students with appropriate supports and services exemplifies the principle of the least restrictive environment in the Individuals with Disabilities Education Act, I-D-E-A, which states that we should consider the regular class first for each student.

What will these students be learning?

They will learn to the best of their ability just like everybody else.

What will I do and how will I do it?

Teach the student and make the student a part of your class.

How is this different from what the resource specialist does at my school?

> The resource specialist supports a caseload of up to twenty-eight students who require less special education assistance to meet their goals. Inclusive students have more intensive needs and the ratio of special educator assistance is similar to a special day class. Students in either setting may also receive speech, adaptive physical education (APE) and other support services. (Napa Valley U.S.D.)

D. RATIONALE

WHO BENEFITS FROM INCLUSIVE EDUCATION?

Inclusive education provides both social and academic advantages for everyone involved. Benefits listed below have been generated by Berkeley staff and parents, Napa Valley Unified staff, and San Diego City Schools, as well as by researchers here in California and elsewhere.

People in inclusive schools benefit from:

- Decreased prejudice and fear.
- An appreciation of the value of diversity.
- Preparation for cooperative living in a diverse community.
- Acceptance of every person as a contributing member of the community.

Students with disabilities benefit from:

- Exposure to natural role models.
- Consistent access to and participation in the core curriculum and other course options.
- Opportunities to form friendships with peers within their community and to develop appreciation of all people.
- Increased exposure to subject and interest areas that might not be available in segregated settings.
- Continued access to functional and community-based instruction as needed.
- Increased exposure to appropriate peer models and opportunities for meaningful communication.
- Development of increased interdependence and willingness to take risks, including the increased ability to experience the same successes *and* failures as their age-group peers.
- Increased levels of expectation by teachers and peers and development of increased expectations of themselves.

General education students benefit from:

- Additional adult support across classrooms and increased small group instruction.
- An understanding of the cultures and abilities of other members of their community.
- Opportunities to participate in a cooperative learning environment which includes representation from all student populations, thereby to develop problem-solving, decision-making, and other analytical skills.

- Exposure to a variety of instructional personnel, teaching styles, and techniques.
- Opportunities to develop leadership and advocacy skills.
- Opportunities to develop friendships with individuals who experience disabilities.
- Opportunities to use alternative communication and mobility techniques.
- Opportunities to develop collaborative skills with others and to recognize individual learning styles, strengths, and preferences.
- Opportunities to demonstrate mastery learning thorough tutoring or other support roles in the classroom.

Special education personnel benefit from:

- Being included in the life of the school community as a whole.
- Broader professional validation and opportunities to gain respect and understanding from all staff.
- Increased opportunities for interaction with general education students
- Opportunity to exchange knowledge and expertise with general education teachers and administrators.
- Increased awareness of core curriculum at all grade levels.
- Opportunities to teach important functional activities and skills in the settings in which the activities take place and the skills are used, and in the presence of the students' non-disabled peers.
- Fuller awareness of the expectations of general education teachers and the performance of students who are not disabled.
- Increased opportunity for professional growth and opportunity to observe and participate in various types of instruction in content areas.

General education teachers benefit from:

- Broader professional validation, respect and understanding from all staff.
- Opportunities to exchange strategies, knowledge and expertise with special education personnel.
- Increased opportunity to collaborate with special education personnel and families.
- Fuller appreciation and understanding of the individual learning styles, preferences, and modalities of both special and general education students.
- Opportunity to expand ability to provide instruction according to individual needs and strengths.
- Opportunity to become involved in the IEP process.

Parents of included students benefit from:

- Inclusion in the life of the school community.
- Increased awareness of the similarities between their child and others; increased expectations of their sons/daughters.
- Access to related school programs for their son/daughter (day care, camp, etc.)
- Potential for friendship development among children in their home neighborhoods.
- Opportunities for continued relationships with parents of both disabled and nondisabled students at the school.

All benefit from:

- New opportunities for collaboration among general and special education personnel through co-teaching, team teaching, small group instruction, etc.
- Fuller appreciation and understanding of the individual learning styles, knowledge of different curricula, preferences, and modalities of all students and enhance their ability to teach according to those needs and strengths.

Coordinator [illegible]

SECTION II ROLES AND RESPONSIBILITIES

Add draft of roles

SECTION III - POLICY & PROCEDURES

Add Intro to this section

May 25, 1994

The following are **procedures** that shall be followed prior to the placement of a student identified as needing special educational services and who experiences severe disabilities, who is to be included and supported in a general education classroom or program observing the *full inclusion guidelines*..

Full Inclusion Guidelines
Article 13.4.9

1 . At the **IEP meeting** where change of placement is determined, a general education teacher, principal and/or program supervisor, special education teacher, critical related service provider(s), parent and any other appropriate personnel shall be present.

2. If the IEP team makes the placement decision for full inclusion, then **the following shall occur**:

A. When and if any of the following are deemed necessary by the team, an **emergency plan** will be developed regarding:

1. evacuation and communication in an emergency
2. special medical procedures
3. extremely disruptive or injurious behaviors to self or others

B. All relevant staff, including related service providers, general education teacher(s), and the site administrator shall receive **training on "inclusion"**, *as well as* **specific information on the needs of the student involved** (relative to his/her particular disability). This information will be provided just prior to placement as well as through formal planning meetings (at 1-2 month intervals) for the duration of placement in a particular class/grade. Information will include the rights, roles, and responsibilities of each team member, and how the IEP will be/is being implemented.

C. There shall be a **special education teacher** with appropriate certification assigned to the student as the **student's case manager**.

D. The **student's planning team**, i.e., the parent(s), general education teacher(s), special education teacher and any other relevant staff, e.g., related service provider(s) and or any instructional assistant, shall have the opportunity to conference prior to placement, as there is interest.

E. At 3 weeks (or another mutually agreed upon time) following placement, the **student's progress** shall be discussed in a(as well as in subsequent) planning meeting(s).

F. The general education students in the receiving class shall receive **information about inclusion and ability awareness**, in the manner determined most appropriate by the individual student 's planning team.

G. A **support schedule** will be developed by the team and followed for the student within the first two/three weeks of school, based on the particular needs of the student involved. Supports will be determined by the individual student's planning team, and include (but not limited to) any combination of the following: **curricular adaptations**, **material supports**, **natural supports**, e.g., peers; and/or **extra adult support**, which may be provided by any or all of the following persons: a certificated special education teacher, related service (s), an instructional assistant, and/or a student teacher or practicum student or another volunteer, under the supervision of the special education teacher.

H. When deemed necessary by the individual student's planning team, **adaptations to the curriculum** will be made on an ongoing basis through out the duration of the school year as determined during individual student planning team meetings. This is a responsibility that is shared between team members with primary responsibility for adaptations with the special education teacher.

I. **Compensation for time beyond the duty day** for consultation, IEP planning, assessment and conferencing shall be granted under Article 14, Section 14.4.2. (See Article 11.6.2of Collective Bargaining Agreement)

J. A **transition plan** shall be developed for fully included students as they move up through grades with their chronological-age peers; to include at least provision of information in as timely a manner as possible to the receiving general and special education teacher(s) and site administrators.

3 . No placement shall occur unless the procedures outlined above are implemented and the roles and responsibilities of the educational staff are articulated.

DEFINITIONS

IEP Team: The team that designs the student's **individualized education plan**, comprised of the student (when appropriate), his or her parents or legal guardians, a couple of his or her peers (when appropriate), the assigned certificated special education teacher, the general education teacher(s) involved, the principal or site administrator and/or a special education administrator, such as a program manager; and any related service providers involved (such as a speech/language therapist, or a physical therapist). If other persons are involved with a particular student or family, such as an instructional assistant, social worker, or parent/student advocate, they may participate as well, depending on their availability and an invitation from one or more team members.

Individual Student Planning Team: This is essentially the same as the student's IEP team. For practical reasons, monthly or bimonthly meetings usually include *at a minimum* the collaborating general and special education teachers involved. Other members of the IEP team may attend as they have time and interest. [illegible]

A. Individualized Education Plan (IEP)

An IEP outlines the type and amount of services and measurable goals and objectives.The IEP is developed by the IEP team that includes: the parent, special and general education teachers, support staff, administrators and whenever possible, the student.

An IEP team meeting, or review, can be called by any team member at any time during the year, but must be held at least annually. The included student's curriculum is driven by the objectives written in the IEP.

The student will be given the opportunity to meet these objectives through classroom instruction and with support for any necessary adaptations by special education staff.

B. Placement Process

1. Recommendation made by the IEP team for inclusive placement.
2.Discussionwithprincipalbydistrictspecialeducationadministrator. Recommendation of possible general education teacher(s).
3. Discussion/meeting with general education teacher(s), principal, administrator, special education teacher, and support staff.
4. Meeting of general education teacher, parent, special education teacher.
5. Develop/modify IEP: include current and, if possible, receiving teacher(s).
6. Placement in inclusive general education classroom.
7. Team monitors progress and makes adjustments, as necessary.

As placements are being considered in a general education classroom, staff will be given the opportunity for relevant staff development, including observations to other inclusive sites and observations of the student in the current placement.

C. Teacher Selection

Teacher selection for inclusion is made by considering many factors. Teachers that volunteer to have a student included in their classes will be considered first. What is critical is a good match between the learning style and needs of each student and the classroom teacher. Factors for teachers considering inclusive education are a positive outlook toward or interest in the program and a willingness to work with colleagues collaboratively.

INSERT SPECIALIZED HEALTH CARE-TERMS, PROCEDURES AND REFERENCE MANUAL

D. CTBS

Fully included students are exempt from taking CTBS and other national standardized tests, just as students placed in special classes are. If you wish a student to participate, then arrangements can be made through Special Education.

E. Report Cards

Report cards should be done jointly by the inclusion support teacher and general education teachers. Only certain portions of the report card may be appropriate to complete. You might want to consider attaching a copy of the IEP goals and objectives and give progress toward meeting the goals.

F. Photo Permission

You will need to complete a photo release for the included student each school year. (See Forms section for sample.)

G. Parent-Teacher Conferences

Parent -teacher conferences should take place in the same manner as for any other student. Both inclusion support teachers and general education classroom teachers should attend.

H. If Problems Arise

If problems arise in the general education classroom, for whatever reason (curriculum behavior, etc.) talk to the special education teacher, principal, and /or

special education administrator immediately. Staff will assist in problem-solving on the issues. Documentation of modifications and difficulties may be needed if problems continue and the placement is in question.
An IEP meeting will need to be scheduled if major modifications to the program are needed or to change the placement.

SECTION IV IMPLEMENTATION OVERVIEW

from K. Gee

~~*Revision of Job Roles*~~ CUT BECAUSE WE ALREADY HAVE THIS

Collaborative Teams

Collaborative service delivery models are operated by *collaborative teams* with their own identities and functions (as mentioned in Chapter 1). The following teams are ~~often~~ being utilized in BUSD

1. ***Individual Student Planning Teams***

These include students, general education teacher(s), special education teacher(s), instructional assistant(s), related service provider(s), parents, and administrator(s). These teams were formerly "IEP teams"; they develop and implement an individual student's educational program, evaluate his/her progress, solve problems, generate curricular adaptations, facilitate planning sessions and formal support for the student as needed, and share information, challenges and successes.

2. ***School-wide Teams***

These also include teachers, students, instructional assistants, related service providers, administrator(s), parents (of general and special education students), and interested community members. These teams develop and implement action plans related to inclusive education at their school site, plan how resources will be used, ensure inclusion for all students, work to infuse ability awareness information and materials into existing curricula, secure inservice training for staff and students at the site related to their particular needs, interface with individual student planning teams and district teams to monitor, problem-solve, and evaluate ongoing efforts.

3. ***District-wide teams*** Inclusion [illegible])

These teams which may include more than one district, also include teachers, students, instructional assistants, related service providers, administrator(s), parents (of general and special education students) and interested community members. This team performs such activities as planning for district-wide implementation, obtaining inservices for staff and students in the district, developing, refining and adopting policy and procedures for the district, recruiting personnel, developing and maintaining a library of "ability awareness" materials, assisting parents in advocating for appropriate services, and evaluating the progress of plan implementation.

Definitions

Collaborative teamwork is defined as: "Working jointly with others with each member doing a part with all subordinating personal prominence for the for the efficiency of the whole".

"*Collaboration*" has been defined in the education literature as: "a process of collective problem solving by team members, each of whom contributes his or her own knowledge and skills, and is viewed as having equal status".

Collaborative consultation is a specific application of collaboration and has been defined as: "An interactive process that enables persons with diverse expertise to generate creative solutions to mutually defined problems".

Transdiciplinary teaming refers to: "The sharing of information and skills among team members across traditional discipline domains".

A defining characteristic of trandisciplinary team functioning is *role release*: "A process of transferring information and skills associated with one discipline to team members of other disciplines".

Role release involves 3 levels:

1. sharing general information
2. sharing informational skills
3. sharing performance competencies

Integrated therapy refers to: "The services that provide students with severe disabilities frequent opportunities to learn *functional* motor, communication, sensory and other skills, as part of natural routines in integrated school contexts".

"*Collaborative teamwork* reflects the essential components of both transdisciplinary teaming and integrated therapy approaches to service provision".

ADD AC TEAM

ADD INTEGRATED THERAPY

Creating Community

by Morgen Alwell and Kathy Gee

How do I introduce my student to his/her classmates?

In planning for a student with disabilities to be included in the mainstream, it is important to foster the development of a receptive and positive climate from the beginning. It is also important to thoughtfully consider how to involve the general education students in this process. The support teacher or facilitator needs to weigh the benefits of planning a welcome for the student and/or providing a class inservice for his/her classmates carefully against the *possible cost of stigmatizing the student.* If the student has some marked difference such as uses some specialized equipment and/or an alternative communication system, or has some challenging behaviors and/or apparent physical differences, it *may* be beneficial to have a class meeting to answer questions and address issues as a group, or these may be better handled in small groups or on an individual and incidental basis. If a student's disability does not present obvious differences, it may be better not to have a group meeting at all. The student may fit in more easily without the extra attention being drawn to him/her. Each situation is a little bit different and there is no single right answer; it is up to the discretion of the student's support team--with input from the student if possible--to determine what would best facilitate inclusion.

When a group inservice is called for: in general, **when students are starting school or a class together as a group,** (such as kindergartners, fourth graders in a 4-6 school, or secondary students) it may be better to wait a few days or longer before meeting with the class(es) to discuss "inclusion" since ***all*** the students will be adjusting to the new situation and will not yet have even noticed or formulated questions about a peer or peers with some specialized needs. This is especially true for young children. We often wait a few weeks with kindergartners before having a group meeting. Of course in the interim we answer any questions that come up and facilitate interactions on an individual basis as the opportunities present themselves.

If a student is joining a group of students who have already been together for some time (either the student is joining the group late in the school year or perhaps comes in as a new student at the beginning of the year to a group who have been together in previous years), it may be appropriate to plan a meeting with the group just before the student arrives to prepare them. This first meeting may be brief or in depth as there is interest, and it may be followed up by a second meeting a month or two later after the students have gotten a chance to get to know one another.

Suggested topics to cover in a group meeting:

For younger children, i.e. kindergarten-third graders, the focus is kept positive, specific and simple. The initial discussion can be about what it's like to be "the new kid". Ask the students if they can remember a situation in which they were new, e.g., their first day of school; e.g., ask

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"How did you feel?" and "What made you feel more comfortable? or badly?". Tell them that they will be getting a new student and give a bit of practical information about the student. Ask what the kids like to do for fun, and share with them what the new student enjoys doing. Highlight the things they have in common. Then discuss a bit about what is special about the student, perhaps how he/she communicates or gets around. Close the meeting by asking what they could do to welcome the student and make him or her feel comfortable in the first few days of school.

For older students, perhaps fourth graders and older, the support teacher might include the following in an initial inservice (adapted from O'Brien & Forest,1989):

- **Orient the class to integration**. Let them know that they are part of changing what has historically been a segregated, unequal, and isolating system.

- **Clarify the ground rules for inclusion**. Tell them that you, their classroom teacher, and the principal all have some concerns and fears about including the new student and ask them to generate the potential reasons for this. In the ensuing discussion they will begin to define the parameters of acceptable behavior for inclusion.

- **Define expectations and clarify the students' role:** they will be classmates and potential friends to the new student, not his/her parents or teachers.

- **Highlight the importance of good relationships and friendships** in everyone's life. You may want to do this by utilizing the "Circles of Friends" activity described on page__.

- **Give specific, positive, factual information about the student** and answer any questions, keeping the information practical. Emphasize what the students have in common with each other.

- **Identify any resource people for the student**. Let them know that they are available to them for further questions. etc..

- **Organize a welcoming committee** if appropriate.

The Learning Community

This section presents an overview of a variety of student collaboration strategies, including peer tutoring, group learning, and teacher-student team teaching arrangements.

Peer Tutor Strategies. Same-age and cross-age partner learning systems have been utilized by general and special educators for some time. They may be established within a single classroom, across more than one classroom, or across an entire school. The benefits for both the students receiving instruction and the students acting as tutors have been well documented. The ***benefits for students receiving instruction*** include significant academic gains, development of positive social interaction skills, and heightened self esteem. The benefits ***for tutors*** include training and supervision in effective communication skills such as giving praise and feedback, enhanced self esteem, practice at and more in-depth understanding of the content being taught, and the use of higher level thinking skills required to teach (e.g., synthesis of material, task and/or concept analysis). **(Gartner, A., Kohler, , M.C., & Reissman, F. 1971.)**

There has been considerable discussion (sometimes heated) in the field of service delivery for learners with severe disabilities about whether peers should act as tutors for their class or schoolmates with disabilities and whether this role inhibits or contributes to the development of friendships between persons with disabilities and their nondisabled peers (eg., Sailor, et. al., 1990; Voeltz, 1982). One view is that peers should never act in a helping or a tutorial role. This role is felt to be stigmatizing for the child with disabilities. While we feel that teachers should make their own decisions, our position is more moderate. We maintain that students benefit from both types of learning opportunities: to help each other (if they so desire), and to also share activities as equals. We feel that both are a natural part of friendships: sometimes we help our friends and sometimes we just have fun together. Care must be taken to ensure that students do not just have helping interactions with their peers with disabilities, and any activities taught by a peer are thoughtfully selected. For example, it may (or may not) be inappropriate for students to feed their classmates or assist them with dressing, but it may be fine to help their classmates learn a new game or practice their spelling words. One solution is to arrange partners and activities so that both students have educational objectives for an activity. This creates more of a cooperative learning situation. It may be necessary to remind students to interact with their friends with disabilities the same way they would their other friends, keeping interactions natural and respectful of the student's chronological age, especially if inclusive education is new to them and they have not had appropriate role models.

Whether or not the typical children act as tutors, we strongly feel that the students with disabilities act in a helping/teaching role occasionally. It is important that they have opportunities to give information in a variety of ways, in addition to receiving it.

Formal tutor "programs" are generally structured in advance. Peers have been or are recruited through some sort of inservice to participating or potentially participating classes, focusing on the importance of integration, the interests, strengths and learning goals of the students with disabilities, the types of activities students might engage in as tutors and testimonials from students like themselves who have enjoyed being tutors in the past. Presenters may show slides that demonstrate the varied activites and goals of the program (cf. Haring & Ryndack, 1991). Peers may also act as tutors informally as opportunities occur naturally throughout the school day.

CUT SEVERAL PAGES OF EXAMPLES

Group Learning Strategies. There are a number of different activity-based and group learning strategies utilized by contemporary general and special educators. They include: cooperative learning (Putman, Rynders, Johnson & Johnson, 1989; Johnson & Johnson, 1986 & 1989; Johnson, Johnson, Holubec, & Roy, 1984); heterogeneous groups; ability groups; "whole language" and literacy-based approaches ( ); cognitive and"thoughtful education" strategies (Brown & Campione,1989); integrated curriculum( ); "micro-society" curricula ( ); and "community classrooms"( ).

Cooperative learning strategies are one formal and very successful way of organizing groups of students with heterogeneous skills (Johnson & Johnson,1989; Aronson,1978; Sapon-Shevin,1990). The strategies and principles they embody may also be adapted or borrowed for use with less formal groups. Cooperative learning is most often preferable to competitive learning because when skillfully facilitated it promotes positive interdependence and supportive relationships among peers. Indeed, research (cite) has shown that one of the key factors that determines whether inclusion of all students in the mainstream promotes negative or positive relationships among students with different abilities is whether students collaborate, compete, or work independently on assignments. Of the three, ***cooperation*** is the only strategy which produces positive interdependence among peers (Johnson & Johnson, 1989). When one considers the movement from segregated to integrated service delivery models for students with severe disabilities, this is not surprising. We have ample evidence that proximity alone does not produce positive interdependent relationships among diverse groups of students. We also have evidence that students with severe disabilities can be taught basic skills within the context of ongoing cooperative learning groups with more of an academic focus by their nondisabled peers, and that this does not detract from the nondisabled students learning the academic material. Further, it may be hypothesized that in addition to learning the academic skills presented to the students, the typical students also learned the skills of relating to and supporting a peer with disabilities (Hunt, Staub, Alwell & Goetz, 1993).

Cooperative learning may be defined simply as working cooperatively in pairs or small groups to help one another master assigned material. In general, the elements of cooperative learning include: 1) students themselves perceive their positive interdependence; 2) the task is structured so that individual accountability is clear (all students in the group receive the same grade [or other teacher feedback]) and the efforts of all group members are needed for group success; 3) students have been or are concurrently being taught necessary collaborative interpersonal skills, such as leadership, decision-making, trust-building, communication and management skills; and, 4) students reflect on how effectively their group is functioning.

While it takes some time and practice to become skilled at facilitating cooperative learning, the benefits justify the effort required. The literature shows that when implemented over a period of time cooperative learning fosters the development of caring and committed relationships among students. Shapon-Shevin (1990) also offers several excellent suggestions for creating cooperative *classrooms* and for implementing cooperative learning groups.

To include a student with significant disabilities whose skills may be very different than those of his/her peers in an activity-based or cooperative learning group, the literature on cooperative learning suggests employing one or more of these strategies: 1) train the other students in the group in the helping, tutoring, communicating, and/or sharing skills required to work with the student with disabilities; 2) assign the student with disabilities a role at which he or she can be successful (e.g., passing out materials, praising other group members for their efforts, recording notes with assistance, etc.); 3) provide assistance and/or training to the student with disabilities in a skill or skills needed by the group, either outside to the group meeting time and/or during it; 4) adjust academic and other requirements so that they appropriately challenge but do not overwhelm the student with disabilities and the other students in the group (e.g., use a different success criterion for each member, vary the amount each member has to master, give group members different assignments, lists, words, or problems, and then use the average percentage worked correctly as the group's score); and, 5) pretrain the student with disabilities in a new skill to be taught the group, such as "checking" or "encouraging participation." (Johnson & Johnson, 1986 &1989).

CUT OUT EXAMPLES HERE

Teacher-Student Team Teaching Arrangements refers to students teaching whole or parts of classes with their instructors, regularly or occasionally. Acting as a "student-teacher" expands the student's skill and role repertoire to include dispensing information. It teaches students to use effective communication skills, higher level thinking skills (such as task and concept analysis) required to teach, and enhances student self esteem ( ). Additionally, students may be more effective than their teachers at teaching some skills, since they typically use language to which their peers can relate. They may also be more empathetic to other students because they are still students themselves. While teacher-student team teaching arrangements typically refer to students who have a special ability which they could teach their peers such as a creative art or math skill, all students should periodically have the opportunity to present information to their classmates. This may be in small ways, such as assisting to pass out materials to other students, "reading" the day's lunch menu with assistance to the class during opening activities in an elementary school classroom, contributing an article or drawing to a school newspaper, or helping to "read" announcements over the loud speaker at a high school.

The Social Community

In an ideal world, social supports for children evolve naturally as students get to know one another and develop positive interdependent relationships with each other. In reality, our schools are microcosms of the greater societies of which they are a part, i.e., they reflect any prejudice, competition, unmet needs, judgements, fears and even violence present in our society, especially in inner cities. Add to this the presence of a significant disability, and it is easy to see why social supports need some adult facilitation. The development of natural supports should be a goal of any intervention program. This section includes strategies to help develop students' social communities and assist in the creation of natural supports: peer "buddy" systems, both formal and informal, and circles of friends or peer support networks; strategies that positively impact school climate for all students, not just those with apparent disabilities.

Peer Buddy Systems

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Buddies differ from tutors in that they typically spend time with peers with disabilities engaged in social or leisure activities. Buddy programs offer one way to help develop natural supports by impacting both the quantity and quality of interactions between students with disabilities and their peers during activities that are hopefully motivating for the students. Special education teachers working in special class models traditionally have had general education students come into their classrooms to share specific activities with their students, and/or they have "mainstreamed" their students during certain social activities, eg., parties, music or art class, etc.. When students with disabilities are full time members of general education classes, they may have *planned* buddies for certain periods during the day, eg., during shared leisure activities or free time, or lunch or transition times. These may also be *informal* and spontaneous, eg., the teacher may ask, "Who'd like to be Deondre's partner for free time today ?" or a student may initiate the partnership by requesting it.

At the elementary school level in classrooms that do many cooperative activities, buddies are an often-utilized strategy and thus a natural part of the school day, and arranging for buddies for a student with disabilities need not be stigmatizing. The special education teacher (or other team member) needs to first identify the times a student needs some planned social support, perhaps at lunch or recess. (Again, if relationships are happening naturally, do not impose a buddy system. They are only suggested for times when for whatever reason(s), students do not naturally have the support they need to fit into the social community.) Then the teacher will want to recruit peer buddies on a voluntary basis; this may be done in much the same way as recruiting peer tutors (see pg). Once peers have volunteered, a schedule will need to be developed. Writing students' names on a calendar or on another type of simple schedule and posting this on the classroom door or in another conspicuous location is one way to keep track of buddies assigned for specific activities (see sample in appendix). **Scheduling** students ensures that they take turns being a buddy and clarifies student responsibilities, i.e., the activity for which they have volunteered and when they will take their turn. When buddy activities are in progress, the teacher (or another member of the instructional team) should guide the interactions and facilitate discreetly as appropriate, subtly supporting the development of relationships between the students. (In this vein, it is critical for the staff person(s) involved to develop positive relationships with the nondisabled peers too, getting to know them and their interests, abilities, etc. The buddy relationships can then be a natural extension of the positive relationships between staff and students.) The facilitator should remember to pay attention to the nondisabled peers as well as the student with disabilities and reinforce them for their efforts in ways that are not stigmatizing for the student with disabilities, eg., "Jenny really enjoys reading with you." or "Ryan loves to play with you." **(add R. Gaylord-Ross ref here??)**

Junior and senior high offer many rich opportunities both during and after school for social interactions and partnered activities. In addition to numerous general education classes and transition times where students may casually gather and "hang out", there are typically a variety of clubs and special events offered both during and after school. Students also presumably receive instruction in community settings with peers. At the this age, Breen et. al. stress the importance of highlighting and modeling natural and respectful interactions between students, eg. buddies frequently may need to be reminded to interact with a peer with disabilities in the same way as they would any other friend (Breen, C., Kennedy, C., & Haring, T., 1991). There are a variety of ways to recruit and match peers for activities at the secondary level. In their description of a PALS or "Partners at Lunch Club", Breen & Lovinger (1991) describe in detail creative ways of recruiting peers to be lunch partners for students with disabilities (in their case via once weekly 40 minute club meetings at a junior high school) which may be applied to buddies in other activities.

Once permission and support from administration for weekly meetings is obtained, they suggest hanging posters around the school and distributing fliers to students and staff announcing the first club meeting [or other activity] and describing some of the activities to be offered, eg. shared pizza lunch, sodas, MTV, movies, etc. They also suggest developing a list of nondisabled peers with whom the students with disabilities have contact at least once per day and talking to each of the students to solicit their participation, feedback, and ideas about what they'd like to do at meetings (it is suggested that activities which naturally promote social interaction and are highly motivating to the students be selected). One strategy for then partnering students is to have *all* the students fill out an interest survey including what activities they might like to do with a peer and with whom they may like to work, as well as when they are available. Students may be matched by age, sex, proximity, and interests, as well as preferences for a particular partner. Their work with partners has evolved into introducing students with disabilities to small groups or cliques of other students, with the impact of widening students' social circles and forming true relationships with peers. **[ask kathy: (pg 113) May we include their sample partners at lunch interaction schedule if we get permission? It's good!]** Again, when planned activities are in progress a facilitator must be available to float among the students and provide support and assistance if needed-- but not to *over* -intervene!

In any buddy program, staff should remain *flexible*. Peers will come and go throughout the year; this is a natural part of developing relationships. Individual students level of commitment will also vary within and across students. It is critical to provide some supervision as to the level of commitment so that students do not get burned out--eg., always eating lunch with a particular student. Likewise, it is critical to be sensitive to when a relationship is developing between a pair of students from initial contact in one activity or period that may be expanded to another activity on occasion, perhaps eating lunch together, attending a special event or spending time together outside of school. The whole process should be ongoing and fluid. Staff should check in with students frequently and make any needed schedule adjustments on a regular basis. The following examples further illustrate different buddy relationships:

Circles of Friends

> "The social, emotional, and spiritual lives of persons who experience disabilities have most often been neglected as we have focused on skill acquisition, maintenance, and generalization. We need both: a focus on designing and developing curriculum and encouraging and nurturing relationships." (Forest & Lufthaus, 1989)

We have begun to acknowledge the importance of facilitating positive relationships and friendships between students. Indeed, the movement toward more inclusive education has been motivated by this, at least in part. However, despite planned inclusion in a general education class(es) and facilitation of interactions with peers, some students will need more formalized support to make friends. They may also need more planning, problem-solving, and assistance with peers involved. For these students Forest and others (Forest & Lufthaus, 1989; Haring & Breen, [in press]; Breen, 1991; Sasso & Rude, 1987; Stainback & Stainback, 1990) have developed strategies to recruit and meet regularly with core groups of peers which they call peer support networks or friendship circles.

How do I recruit peers & obtain permissions?

The initial **"circles of friends" activity** is a formal sensitivity/ awareness level exercise developed by Judith Snow & Marsha Forest (1987), which may be used as an introduction to forming a support circle. Students are asked to individually fill in four concentric circles, beginning with the innermost circle with those people to whom they are closest and on whom they depend for their basic love and survival needs. In the next circle they list their best friends and other relatives to whom they are close. In the third circle out from the center the students list their casual friends, group affiliations such as girl scouts, little league or soccer club, and acquaintances from whom they get some support and have some connection, such as class and schoolmates; in the outer circle they list anyone who is paid to provide a service for them, such as teachers, doctors, dentists, priests, counselors, etc. Throughout this process they are encouraged to reflect on the number and quality of relationships they have in their own support circles; a rich discussion may follow about what it might be like to only have people in their inner and outermost circles, i.e., family members and paid care providers, as is often the case for persons with severe disabilities. Students may then be asked whether they would like to volunteer to make an important difference for a class or schoolmate with disabilities by becoming part of their support circle. See suggested resources for further information.

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Inservice to whole classes on **ability awareness:** any type of inservice may also be used as an introduction to forming a support circle (in conjunction with the "circle of friends" activity in "A" above or separately), after which peers may be asked to sign up or otherwise indicate that they would like to participate. (A number of good general abilitiy awareness materials have been developed in recent years. A couple examples include **the Sonoma Manual, Roger & 198?; the AIM (Awareness & Inservice manual), Murray & Porter-Beckstead, 1983.**). A **person-centered planning meeting** (see also chapter 3, pp. _____) may also provide the impetus for the formation of a support circle for a particular student.

The **focus student may invite the peers/people** he/she wants to have attend. since the group forms around the student and has his or her interests an neds at heart, if the student is able to do so, it is critical to get his/her input on who he/she would like to include.

Once peers have signed up to be part of regular meetings, it's a good idea to inform their parents about the group and their son or daughter's interest in participating and request their **permission**. A sample permission slip is included in the appendix.

How often should a group meet and for what length of time?

Groups must meet regularly to accomplish stated objectives and to form cohesiveness as a group. Meeting times and length vary depending on the age, interest, and needs of individual members, but 20-45 minutes, 1x/week or 2x/month with planned agenda, have worked well for us. Groups may require more meeting time initially and the need to meet may change over time with fewer regular meetings scheduled. Additional meetings may be called as there is the need.

When should a group meet?

Many teachers initially run support circle meetings during lunch periods, but when meetings are regularly conducted for several or even a few students, lunch time presents some logistical problems. There are a limited number of lunch periods in a week, and presumably the teacher herself will want to spend at least some of these with other faculty. At the elementary school level, a suggested alternative is to collaborate with general educators to build support circle meeting times into the general education schedule. Many teachers are open to this when they are informed about the educational objectives of group meetings. Students will have the opportunity to learn many important group skills, eg., to act as facilitators, recorders, reporters, etc., and in addition learn to actively support one another, advocate for each other, and articulate their feelings, concerns, etc. In addition to benefitting the individual students involved, all of these skills can have positive generalized effects for classrooms. At the junior and senior high level, teachers have found time to meet with students at lunch time, during student breaks, study periods, after school, during silent reading or during portions of regular class periods.

In addition to or as an alternative to having support circle meetings with an individual student as the focus, staff may want to facilitate whole class meetings for the general education class of which the student is a member to foster supportive relationships for all the students in the class. Many educators are already utilizing group process and conflict management curricula for this purpose (**eg. Tribes & others??**). It would be critical to use some of this time to deal with the specific needs of the individual student with disabilities as part of the group, so that these are addressed, if this is not done at a separate time. There's no right answer to this either, it's up to the discretion and skills of the instructional team, as well as staff availabilty and the needs of the students involved. Again, not every student needs a formal, staff-facilitated support circle. A special education teacher who has a case load of ten students (a typical size for a teacher with a Severely Handicapped Credential in California) may be facilitating formal meetings for just a few of his or her students--with assistance from her instructional assistants and the related general education teachers.

Secondary meetings: As students tend to be with a different group of students each period this presents different challenges to forming groups and conducting meetings. One strategy is to have "mini-meetings": meet on an on-going basis with a student's tablemates or groupmates to fill them in on how the focus student communicates and brainstorm how she will participate, be supported, etc., during particular activities, taking note of who naturally supports the student in each class (usually at least one or two general education students) and pull all these students together at another time such as during a study period or after school to have more formal meetings. This is recommended over trying to run several different circles for each student! Breen (1991) suggests an alternative strategy of introducing a student with disabilities to a group of students who are already friends, and feels that the prior friendships are necessary for the group's success.

Who facilitates the meetings?

Any informed adult can initially serve as the facilitator. This may be the special education support teacher, an instructional assistant, a general education teacher, or a related service provider--especially if she/he is identified as a particular student's primary support teacher. Eventually the students themselves may take turns acting as the facilitator, especially older students for whom this may be a group objective. Breen (1991) describes a strategy for reducing adult input when working with middle and high school students, transferring the group's management to the students themselves. Some teachers have coordinated with counselors or psychologists in running meetings. This is nice strategy, both because it strengthens collaborative staff relationships and because as students feel safe to bring up a variety of issues in the meetings, these professionals may have specialized facilitation skills and/or they may follow-up with individual students and/or other activities.

How many students should be involved in a particular group?

Of course this depends on the skills and needs of the particular students and staff involved, but in our experience, at the elementary school level 6-10 students seems to be optimum. Others suggest 4-5 students, especially at the secondary level. More students than this and there probably will not be enough time for everyone to participate at meetings, and the facilitator may spend her time managing student behaviors rather than assisting with the "friendship" process; less and the students may feel overwhelmed with too many commitments and may feel on the spot to contribute at meetings. Any reasonable size group can work with careful planning and facilitation. A student in Berkeley had so many classmates who wanted to participate that the group became too large and unmanageable, so rather than denying anyone's participation, we formed two groups that met at the same time on alternate weeks. If it's felt that some students are coming just to get out of class, the teacher may move the meeting time to lunch (or another preferred activity) time temporarily and the students who are truly not as committed to the group's purpose will probably self-select out of the group. Occasionally, there may also be a student or student(s) who are consistently disruptive and/or who do not act in supportive ways either during or between meetings. This may be addressed in various ways. Perhaps the facilitator can talk to the student privately and/or the group may address the student(s) directly. While the student who is disruptive or otherwise inappropriate might benefit from continued involvement in the group, unless they modify their behavior, their involvement may have too deleterious of an effect on the group and they may need to leave.

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What happens at the meeting?"

At the elementary school level, most often the facilitator or the adult supervising the group plans the meeting with input (if possible and appropriate) from the students who are involved. At the secondary level, the reverse is true, i.e., middle and high school students should begin to take over planning the meetings themselves, with input from the teacher or facilitator. A suggested strategy is to follow the same general format each time (students enjoy and learn from routine!), leaving room on the agenda for students to add their own issues. In general, for older students (second graders and up) meetings may open with an **assignment of roles** for that particular meeting and/or another **opening activity**, which may be followed by students **reporting successes** or something that has gone well for them with the focus student or just for them in the time since the group last met. This helps teach students to focus on and articulate something positive. The group may then want to **discuss and brainstorm solutions to any challenges** any student(s) and/or the focus student may be having, and/or the teacher may want to discuss ways to include the focus student in a particular actvity or activities, or help interpret the student's communicative behaviors for the group, etc. Finally, the group should **review any commitments** students may have made (eg., to eat lunch or spend recess with the focus student, call him or her in the evening, attend an event or activity outside of school together, etc.), check in about the next meeting time and place, and have some sort of **closing activity**.

For younger students (kindergarten and first graders), meeting times should be short and less formal. The students may simply share a game, an activity or lunch together with an emphasis on including everyone in the group and on developing friendships. The "meetings" may also consist of short discussion groups with table partners.

What are the students' roles?

It is helpful to teach students the various skills involved in successful collaborative group process, especially if they are unfamiliar with them. Possible roles include: facilitating, taking notes, reading the notes from the last meeting to the group, keeping track of time, and at the elementary school level, reporting back to their general education teacher to inform him or her about what went on at a particular meeting. There are also possible social roles and skills, such as giving praise and encouraging other members. It is important to **define support** and supportive behavior early on with students, and with them generate the parameters for acceptable group behavior.

One strategy for teaching different roles is to assign the roles (or let students volunteer for them) in pairs. The students can then coach each other. The teacher may be one person's partner and/or she/he may coach all of the students during the meeting. Students may rotate jobs each meeting, or keep the same job for a few meetings until they feel proficient at it. The teacher may want to keep track of who's doing which job to ensure that all students are growing and participating.

How do students with disabilities participate at the meetings?

This depends on the individual skills of the student, but in general the meeting provides an opportunity for the student to be in a position of giving information as well as receiving it, even if this is in a small way such as being a paired with another student to perform some part or parts of a regular meeting job (facilitator, notetaker,etc.). Meetings also provide an opportunity to demonstrate how to interact with the student and assist him/her to interpret the activity, as the following examples illustrate. And although the main focus of the meetings is to facilitate the development of friendships and natural supports, they may also provide an opportunity to work on a few IEP objectives. Most importantly, the meetings should be fun for everyone and one critical role the student with disabilities will have is to become a better friend to his peers in the same way that they are becoming better friends to him.

There may be times when the focus student does not attend the meeting. Students may feel more comfortable bringing up sensitive issues or concerns. We feel that the students can be taught to bring up issues directly with one another in skillfull ways (i.e. not hurtful), an invaluable interpersonal skill-- if these skills are being taught/practiced, the focus student need not be excluded for this reason.

How are parents involved?

Parents or other care providers may want to participate in any inital planning meeting or inservice that is the impetus for the formation of the group. They may also want to attend a meeting occasionally and might be invited to any special events that the group has or is a part of, especially that other parents also attend. As with typical students, parent involvement naturally decreases as students get older and develop more skills. Care providers may also request ideas and support from the group, either through the facilitator involved, their child, and/or through another member; for example, a parent might ask the group for ideas on more activities for their son or daughter to do on weekends.

Issues and Outcomes: How does having formal support meetings impact a student's life?

Peer networks are a relatively newly utilized strategy in special orsupported education, but initial results appear very promising. Students with significant disabilities are developing positive relationships and in many cases actual friendships with many of their typical peers, and as a result are more fully included in their social communities; peers are acquiring the skills to successfully interact with and support students with challenging behaviors and/or atypical communicative styles in natural ways and settings with generalized effects to times outside of meetings. A recent study looked at the interactions between members of three different support circles and three focus students outside of meeting times (specifically at recesses) before and after their participation as group members and found that involvement in the group significantly impacted both the quantity and quality of interactions between the members and the focus student and that these results were sustained for the duration of the school year (Hirose, 1993).

Difference between support circles and person-centered planning meetings:

Peer Advocacy

Students may act as advocates for their peers in a number of ways, from assisting with determining curricular adaptations, participating in team-teaching situations, participating in IEP meetings and in planning meetings, assisting with transitions on transition teams, to advocating for peers at job sites.

Peers May Problem-Solve Accommodations for Classmates with Intensive Educational Needs – Informally or in Attendance at "Cluster" Meetings

It is challenging, and may be inappropriate, to be the one who exclusively generates all necessary meaningful curricular adaptations and instructional modifications for students with disabilities who are included in general education classes (and virtually impossible if a teacher has a typical case load and his/her students are spread out in several classrooms and/or schools!). Yet it is critical to the students' success in those settings to ensure that they are active participants in their daily activities and routines. One solution is to enlist the assistance of other students (and of course of any instructional assistants and other team members). Children are a greatly under-utilized

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resource. When given the opportunity, they are both creative and realistic problem-solvers. As Forest and Lusthaus (1989) have beautifully articulated:

> "When students have been included in the integration process, solutions have been found that were never anticipated, and energy has been tapped that is a source of wonder to all involved. The assumption underlying the students' involvement is that it is a *vital* and *valid* educational experience for students to participate in planning their own lives and also in helping others." (italics ours)

Students' ideas and assistance should be solicited whenever possible and appropriate. This may be accomplished in various formal and/or informal ways, for example, as a routine part of giving instructions, a teacher may ask, "How can we make _______________ a meaningful part of this activity?" In an elementary school in Commerce City, CO where all students are full-time members of general education classes, one way the upper grade teachers ensure that all students are actively involved is by assigning a peer partner (which changes daily) to any student with significant learning challenges. For that day, the typical student is responsible for his own learning as well as including his peer with disabilities in all activities. The partners jump at the task, and are given assistance from their peers to do this as needed. In an elementary school in Swanton, VT, the inclusion of a sixth grade girl with multiple disabilities is facilitated by a planning team which includes two of her classmates. Other members are her parents, the classroom teacher, the principal, the school nurse, an instructional assistant, and two collaborating teachers. The team meets biweekly during school hours to generate ways for the student to have an active and meaningful role in planned activities. Her peers on the planning team share results of meetings with the whole class the day following the meeting during their homeroom. They also call parents and inform them of outcomes of any meetings they may have missed, and assist in training other students to work with their friend (pp. 129-130, Villa & Thousand, 1992). Other examples of peer advocacy follow.

Peer Advocacy on IEP Teams & at Person–Centered Planning Meetings

Person-centered planning meetings are simply planning meetings held with a particular person and his or her interests and needs as the focus. IEP meetings are an example, as are "cluster" meetings (typically a smaller group than the whole IEP team, perhaps with a theme, such as communication), and transition team meetings. See Chapter 3, pp. - , for more information.

Peers on Transition Planning Teams

As discussed, peers are an invaluable resource in advocating for their friends with disabilities and in generating realistic yet creative ideas and solutions to the challenges the disabilities they experience may present. They offer energy, enthusiasm, and a youthful perspective, and not surprisingly, have also proven to be valuable in assisting peers with disabilities with transitions from one environment to the next.

Villa and Thousand (1992) recount a striking example of peers assisting a peer with multiple disabilities with several transitions in a chapter on student collaboration (p. 131). While large urban schools and districts present different challenges than smaller schools in small towns or rural areas, the idea of utilizing peers as advocates on transition teams can be incorporated in any setting. Though it may not be possible to include the whole student body and faculty at a large school, at least a few peers from across the student's classes and some teachers may be recruited for their support and assistance. Success with this initial group will eventually attract others. 6th grade student Kathy who attends a school in Berkeley provides an example. Members of her support circle began to plan for her transition to junior high in the middle of her 6th grade year. In April, Kathy and a couple of her friends accompanied several members of her instructional team to the junior high to present information on inclusion to the faculty. They also talked specifically about supporting Kathy in general education classes and answered staff questions. At a person-centered planning meeting in May, they helped Kathy plan activities for the summer, and also to select the classes she would take in the fall, based on her strengths, preferences and needs, the classes offered and instructional style of the teachers (the junior high faculty had completed a survey providing this information at the initial inservice), and what other group members also going there would be taking, making sure that she had at least one "old" friend in each of her new classes. Then they planned to present information in small groups with Kathy's support teacher to students and staff in her classes in the fall on a class-by-class basis, and to continue to meet as a group twice a month through at least the fall semester, providing a continuity of support for themselves and for Kathy.

ADD SCHEDULING

SECTION V RESOURCES/LIBRARY

RESOURCES*

A. State and Regional Organizations, Agencies & Groups

1. Parent-Consumer and Advocacy Organizations & Resources

a) Association for Retarded Citizens - CA
1414 K St. Suite 300
Sacramento, CA 95814
916-441-3322
Local chapters also exist in most areas. Provides advocacy, training, information and referral, direct services.

b) California Association for Persons with Severe Handicaps
(CAL-TASH)
c/o Jacki Anderson, President
Dept. of Educational Psychology
CSU Hayward
Hayward, CA 94542

510-885-3332

Provides training, advocacy, networking, annual statewide conference and topical symposia for families, consumers and school, as well as agency personnel working toward inclusive schools and communities.

c) California Deaf-Blind Services

800-822-7884 Voice and TTY

Technical assistance and training to families, service providers and students with dual sensory impairments. Free newsletter.

d) Independent Living Centers

Berkeley:	Center for Independent Living 2539 Telegraph Ave. - 94704

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*List adapted from SB806 Study Final Report (A.T. Halvorsen, 1994 Hayward, CA: CSUHayward) for BUSD Handbook, 1996.

e) California Protection & Advocacy Inc. (PAI)
449 - 15th St #401
Oakland, CA 94612

510-839-0811

2131 Capitol Ave. Suite 100
Sacramento, CA 95816

800-952-5746

Non-profit, public benefit corporation providing a range of advocacy services to protect the rights of Californians with developmental disabilities.

f) California State Council on Developmental Disabilities
2000 "O" St. Suite 100
Sacramento, CA 95814

916-322-8481

Policy development, monitoring, systems review, advocacy, oversight of 13 Area Boards for Developmental Disabilities (regional).

g) People First of California, Inc.
P. O. Box 3969
Chico, CA 95927-3969

916-899-7305

Self-advocacy group for people with developmental disabilities.

h) Community Alliance for Special Ed (CASE)
1031 Franklin St. Suite B5
San Francisco, CA 94109

415-928-2273

Provides direct legal and paralegal services, education, and networking.

i) Direct Link
P.O. Box 1036
Solvang, CA 93464

805-688-1603

Non-profit organization offering computerized information and referral from continuously updated database on disabilities or chronic conditions. Free quarterly newsletter, Direct Contact.

j) Disability Rights Education & Defense Fund (DREDF)
2212 6th St.
Berkeley, CA 94710

510-644-2555	Linda Kelp, Managing Attorney Pam Steneberg, Parent Advocate Diane Lipton, Sr. Attorney (and others)

Advocates for rights of all individuals with disabilities. Also provides technical assistance, training for parents/families, referrals, networking, and direct legal representation for families, children and adults. One of California's parent training and info centers (PTIC - federal grant) with k below.

k) Disability Source MATRIX
320 Nova Albion Way
P.O. Box 6541
San Rafael, CA 94941
415-499-3877

Also a parent information center providing resources similar to PHP.

l) Down Syndrome League
108 Van Ripper Lane
Orinda, CA 94563

510-743-1792

National Down Syndrome Congress
1800 Dempster St.
Parkridge, IL 60068-1146

1-800-232-NDSC

Information and referral, counseling, support groups, training.

m) Easter Seal Society
- L.A.-Orange
  5825 Sunset Blvd., Suite 102
  Hollywood, CA 90028

  213-462-2424

- Sacramento
  3205 Hurley Way
  Sacramento, CA 95824

  916-485-6711

n) Exceptional Family Resource Center
8334 Clairemont Mesa Blvd. Suite 109
San Diego, CA 92111

Provides support, information and education for families in the San Diego area.

o) Exceptional Parents Unlimited
4120 N. First St.
Fresno, CA 93726

209-229-2000 Marion Karian, Exec. Director

Information and referral, training, advocacy, resource materials.

p) Family Resource Centers
Bananas - Resource and Referral
5232 Claremont Avenue
Oakland, CA 94618

510-658-6177
510-658-7357
510-658-1409

q) Learning Disabilities Association (LDA)
State Office: 17 Buena Vista Ave.
Mill Valley, CA 94941

415-383-5242

r) Parenting Network
2316 W. Whitendale, Suite A
Visalia, CA 93277

209-625-0384

Provides parent-to-parent support, sibling groups, family education and training, community awareness activities.

s) Parents Helping Parents (PHP)
555 Race Street #220
San Jose, CA 95126

408-288-5010 Florene Poyadue, Director

A National Parent Information Center; provides advocacy, parent training, resource info, newsletter, etc.

t) Support for Families of Children with Disabilities
2601 Mission St. Room 710
San Francisco, CA 94110

415-282-7494 Juno Duenas, Director

Provides information and referral advocacy, trainings and resource materials. Free newsletter.

u) Supported Life Institute
2025 Hurley Way, Suite 105
Sacramento, CA 95825

916-263-1153

Provides training advocacy, technical assistance to consumers, families, district personnel, and other services. Provides through workshops, annual statewide conference, etc., addressing inclusive schools, communities and workplaces.

v) Teams of Advocates for Special Kids (TASK)
18685 Santa Ynez
Fountain Valley, CA 92708

714-962-6332

Information and referral, resource materials, training and advocacy.

w) Warm Line Family Resource Center
c/o 9175 Kiefer Blvd., Suite 136
Sacramento, CA 95826

916-631-7995

Information on resources and trainings available, referral, parent-to-parent support, and other services. Newsletter, The Networker.

x) World Institute on Disability (WID)
510 - 16th St. Suite 100
Oakland, CA 94612-1502

510-763-4100

President and
Co-founder: Ed Roberts

Provides advocacy, support, information and referrals for services, internship programs for leadership development, research and training, policy recommendations at local, state and national levels.

2. Professional Organizations/Resources

a) California Chapter of the Association for Persons with Severe Handicaps (CAL-TASH)
Jacki Anderson, Ph.D., President
Professor
Dept. Ed Psych - Special Ed
CSU Hayward
Hayward, CA 94542

510-885-3332

b) California Association of Resource Specialists (CARS)
Diane Berliner, President 707-442-2009
Connie Cushing, President-elect 510-481-2520
P.O. Box 7469
Citrus Heights, CA 95621-7469

c) Special Education Local Plan Area (SELPA)
Directors Organization
Gary Seaton, Regional Manager
San Diego County Office of Education
6401 Linda Vista Rd.
San Diego, CA 92111-7399

619-292-3774

d) Special Education Administrators from County Offices (SEACO)
Joani Sampres, Deputy Sup't
Glenn County Schools
525 W. Sycamore
Willows, CA 95988

916-934-6575

e) Association of California School Administrators (ACSA)
Alan Petersdorf, Exec. Director
1575 Bayshore Highway
Burlingame, CA 94010

415-692-4300

f) The California Alliance for Elementary Education
Elementary Education Office
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720

916-657-2926

916-657-5301 FAX

Membership organization comprised of statewide network of elementary schools and professional organizations, joined together to improve California education following recommendations described in It's Elementary the report of the Elementary Grades Task Force.

E. National Organizations/Resources

1. **The Association for Persons with Severe Handicaps** (TASH)
29 W. Susquehanna Avenue, Ste. 210
Baltimore, MD 21204

410-828-6706
TDD 410-828-1306

2. **Beach Center on Families and Disability**
University of Kansas
Beach Center on Families and Disability
c/o Institute for Life Span Studies
3111 Haworth Hall
Lawrence, KS 66045

(913) 864-7600

3. **Center on Human Policy**
Institute on Community Integration
123 College Place
Syarcuse, NY 13244-4130

(315) 423-3851

4. **The Council for Exceptional Children** (CEC)
1920 Association Drive
Reston, VA 22091-1589

(703) 620-3660

5. **ERIC Clearinghouse on Disabled and Gifted Children**
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

(703) 620-3660

6. **Family Resource Coalition**
230 North Michigan Avenue
Suite 4625
Chicago, IL 60601

(312) 341-0900

Annual membership in the Coalition is $35 for individuals, $70 for organizations.

7. **Institute on Community Integration** (UAP)
University of Minnesota
Minnesota Inclusive Education Technical Assistance Program
Institute on Community Integration
University of Minnesota
112 Pattee Hall
150 Pillsbury Drive S.E.
Minneapolis, MN 55455

(612) 624-1349

64 pages - $3.00

8. **National Association for the Education of Young Children** (NAEYC)
1834 Connecticut Avenue N.W.
Washington, D.C. 20009-5786

(800) 424-2460

(202) 232-8777

119 Pages - $10.00

9. **National Association State Boards of Education** (NASBE)
1012 Cameron Street
Alexandra, VA 22314
(703) 684-4000

10. **National Association of State Directors of Special Education** (NASDSE)
1800 Diagonal Road
Suite 320
Alexandria, VA 22314

(703) 519-3800

11. **National Information Center for Children and Youth with Disabilities** (NICHCY)
P. O. Box 1492
Washington, D.C. 20013-1492

1 (800) 695-0285
1 (202) 884-8441 FAX

12. **The National Parent Network**
Helen Keller National Center
111 Middle Neck Road
Sands Point, NY 11050-1299

13. NEC*TAS

Least Restrictive Environment for Infants, Toddlers, and Preschoolers
University of North Carolina
NEC*TAS, CB #8040
Suite 500 NCNB Plaza
Chapel Hill, NC 27599-8040

(919) 962-2001

A Program of the Frank Porter Graham Child Development Center

14. Parent Advocate Coalition for Educational Rights (PACER) Center, Inc.

4826 Chicago Avenue South
Minneapolis, MN 55417-1055

(612) 827-2966

15. Peak Parent Center, Inc.

6055 Lehman Drive
Suite 101
Colorado Springs, CO 80918

(710) 531-9400

16. Schools Are For Everyone (SAFE)

P. O. Box 9503
Schnectady, NY
12309-9503
(518) 377-8074

17. Technical Assistance for Parent Programs (TAPP) Network

Federation for Children with Special Needs
Berkeley Street
Suite 104
Boston, MA 02116

18. Teaching Research Assistance to Children Experiencing Sensory Impairments (TRACES)

W. Oregon State College
345 N. Monmouth Avenue
Monmouth, OR 97361

(508) 838-8391 Voice
(503) 838-8821 TDD
(503) 838-8150 FAX

Also houses National Clearinghouse on Children Who are Deaf-Blind

F. **Diagnosis, Eligibility & Case Management for Non-school Support Services** for individuals with developmental disabilities:

1. **Regional Center of the East Bay (RCEB)**

North County:	510-451-7237
South County:	510-538-5300

2. **Delegate Agencies of RCEB**

   a) Asian Community Mental Health Services
   510-451-6811

   b) La Familia, Hayward
   510-881-5921

Ann

Berkeley Unified School District
Superintendent of Schools

INTEGRATED COMMUNITY-BASED INSTRUCTION GUIDELINES HANDBOOK

Draft

December 1994

May 1995

Introduction

Community-based Instruction has been defined as teaching relevant, critical activities in the setting and/or environment where they most frequently occur in the student's community or daily living plan. Teaching these critical activities to students with moderate to severe disabilities in the community is very important for several reasons:

- Research has shown that "simulated learning situations are often not relevant or adequate to teach students specific that will generalize to natural settings;
- Students with severe disabilities need systematic instruction and training in all domains (integrated community/school, domestic, recreation/leisure, and vocational activities), which will further increase or maximize their participation in present and future integrated environments: and
- Community-based instruction provides students with further opportunities to model the behavior of their peers without disabilities not always available in a classroom setting.

Philosophy and Rationale

Typically students with disabilities have a difficult time transferring skills learned to different settings (generalization) and typically require longer amounts of time to acquire skills. Community-based instruction allows a student to practice specific skills within the natural contexts where the skills are actually needed and utilized. Beginning community instruction prior to adulthood allows students adequate time to acquire the skills needed to participate in a meaningful way in a variety of community environments. The community presents complex cues and performance requirements which cannot be meaningfully replicated at school such that the student needs to receive instruction in actual community settings. An important goal for all students is to use and enjoy as wide a range as possible of community environments as adults. In order to do that students with disabilities need to learn the requisite skills. If not given this opportunity their quality of life is unnecessarily restricted. Some of these skills include: interacting socially with fellow workers at the job site, riding public transportation, and safely crossing a variety of streets with and without crosswalks, lights, buttons etc.

The Berkeley Unified School fully supports the philosophy that the role of education for students with severe disabilities is to assist them in acquiring and generalizing functional activities which are deemed important by significant individuals in the students' lives (parents, siblings, school professional, care-providers, non-school professional, and other students) and the student themselves. This allows students greater participation and maximizes independence in chronologically age-appropriate activities in the least restrictive community environments. Students should practice and acquire these activities in the environments in which they are to be used. Thus, students with severe disabilities may receive instruction in non-classroom and/or non-school settings referred to as "community-based environments". Student and classroom activities should complement community environments as the primary instruction setting for teaching functional activities. An example would be to prepare a shopping list in class that the student will use in the community. Instruction in basic skills, fundamental to a variety of activities and environments such as motor, communication, social and activity performance (rate, duration, frequency and quality), should be provided in the context of functional activities and not as separate curriculum. As students get older more instructional time is spent in the community according to their age level along with student and parent preference.

Purpose/Specific Outcomes

CBI is the development of skills necessary for students to participate actively in present and future natural environments (home, community, vocational) with maximum independence. Using natural/community environments as instructional settings is a practice based on research which indicates:

-the purpose of student activities, whether on or off campus should have established goals and objectives as specified in the IEP, and
-natural environments provide appropriate role models and promote appropriate social and work behaviors.

Recent research suggests that the following outcomes may be obtained form involvement in community-based education and concurrent ongoing general education classroom:

Student

- Increased participation in specific activities critical to independent functioning within the community;
- Increased independence in community mobility;
- Increased amount of appropriate social skills necessary to participate in community interaction: and
- Increased acquisition of skills and work habits appropriate to integrated employment settings.

Parent

- Increased parent/school communication, cooperation and participation in current and long-range planning;
- Increased commitment to integration and involvement in program planning; and
- Increased responsibility for identification of activities which students need to function within the home and community.

Staff

- Increased creativity and commitment to the instructional program as a result of development of an integrated community-based curriculum:
- Increased communication as a result of program coordination, articulation and implementation;
- Increased motivation due to implementation of programs in a variety of environments other than the classroom;
- Increased self-esteem as progress and changes in student behavior become apparent;
- Increased knowledge and implementation of best practices in education for students with severe disabilities

Community

- Increased acceptance and awareness of the potential and contributions of individuals with severe disabilities;
- Increased partnership with the private sector by cooperatively providing instructional settings for students with severe disabilities;
- Increased evidence of a visibly integrated community; and
- Increased number of individuals with severe disabilities working in the community.

followed within the vocational placements. Each vocational placement should last long enough to provide skill acquisition and develop social relationships.

Secondary/Post secondary--Ages 14 through 22

At the high school and community college level, fostering of independent skill acquisition through participation in a variety of high school/college classes and participation in extra activities available on campus is the focus. The vocational domain and the transition process should receive the greatest emphasis, such as jobs on campus and jobs in the community. Instruction will take place in general education classes, other campus settings and non-school community-based environments. Instructional environment guidelines include 30% of instruction per week in vocational placement, 25% of instruction per week in other community placement and 45% of instruction spent in general education classes or environments. In all environments an emphasis is placed on facilitating and developing peer relationships and social interactions.

Site agreements

When a business in used as a vocational training or work experience site, the appropriate and necessary site agreement must be completed and on file with the program administrator and employer/sponsor. (Attachment # ___).

Procedural Guidelines

In order to secure the safety of all participants involved with community based instruction, it is necessary for all teachers and assistants to exercise caution and judgement in the planing and implementation of off-campus activities. Please follow all the procedural guidelines listed below:

1. Each student has a signed parent permission slip which includes the locations of each activity and which states, by title, the adult(s) who will be supervising the activity. (See attachment # ____).

   The permission slip must be completed at the beginning of the year or if changes occur. A calendar must be attached to each permission slip listing the following information for each off-campus activity.
   - students involved;
   - dates/times for activity;
   - location of activity;
   - method of transportation
   - who will accompany students.

2. Each student and adult carries current identification on their persons which includes student's name, name of school, name of principal and school phone number. (Attachment # __).

3. Each adult has reviewed and carries with him/her a written emergency plan which includes whom to call and what to do in case of car trouble, injured student, lost student or other emergency. (attachment # __)

4. Substitute assistants or teachers may only assist in supervising students with another certificated staff member who is familiar with each student's instructional program.

5. A sign-out log will be maintained by each school site to record which students are off campus, including their destination, time of departure and estimated time of return. (Attachment # ___).

6. Each adult will carry with him/her at all times a small first aid kit.

Your cooperation in complying with these guidelines will help to ensure the success of off-campus activities.

Staff Responsibilities

- Teachers are responsible for all students and their instructional programs; and
- Teachers are responsible for the supervision and instruction of all classroom support staff and must have documentation that assistants have received appropriate training.

Supervising teachers and assistants may supervise community-based instruction; however, initially the teacher should establish the routine with students and prepare the instructional program and data collection system. When the routine is established the activities may be turned over the assistants to assist, monitor and/or implement. On-going communication between teachers and assistants is essential to minimize problems and maximize student progress. Instructional assistants may supervise students with severe disabilities when going to or from, or remaining at, a community training site while the teacher remains at school or is with students at a different training site.

Student teachers who have received administrative approval may supervise or provide instruction to students with severe disabilities and general education students and peers in community sites without being in proximity to the teacher.

Volunteers may provide instruction in the community only in close proximity to the supervising teacher. Peer tutors may accompany the teacher and students to community-based sites at the discretion of the principal and /or program administrator.

All staff, student teachers or interns providing instruction to students with severe disabilities and general education students and peers in community settings must be within easy telephone contact of the supervising teacher. It is suggested that beeper telephone communication systems be provided for teachers/staff who are spending the majority of the instructional day training students in off-campus community environments. Approval is required from the program administrator.

Staff Competencies for Instruction in the Community

Staff implementing community-based programs s;hold remember they are representing the Berkeley Unified School District, the teaching profession and students with severe disabilities and general education students and peers and should adhere to the following:

1. Interacts appropriately with student
    - models respectful interaction
    - provides discrete and respectful instruction/feedback
    - utilizes positive strategies in managing student behavior

2. Interacts appropriately with the public:
    - is courteous
    - demonstrates good public relations
    - uses appropriate language
    - dresses appropriately for the setting
    - answers questions of the public in a friendly, easily understood manner

3. Verbalizes and demonstrates rules for safety:
    - first aide
    - car rules (seating, seat belts)
    - street safety
    - emergency plan in case of lost student or medical emergency

4. Demonstrates knowledge of student information:
    - student behavior strategies
    - IEP goals specific to community based instruction
    - data collection, if appropriate

5. Reports all pertinent information to teacher

6. Verbalizes understanding of community based instruction

Liability

strict ultimately bears liability whenever a student is
e community based program--both at school and on
a community based training site. Students and teachers
e as on field trips or in classrooms, i.e. the community
room. Students are participating in a part of their
, community-based training must be included in IEP's.
be completed and on file prior to community-based site

vith it a certain amount of risk. As students progress in
s, it becomes increasingly important for staff to exercise
ropriate levels of supervision, and maintain accurate
students' skill acquisition.

es and guidelines outlined in this handbook, minimizes
, and school district. It is essential for staff involved in

/ procedures:
istruction at community-based sites in student IEP's;
ecords and documentation (data collection) relative to
nce in natural environments; and
ment in the decision-making process relative to levels
d nature of instructional activities.

onal sites presents logistical and
incorporated by staff relative to

ommunity-based
e school/program.

sportation to develop
nunity and/or to provide
ption available to teachers.
gram administrator regarding

l/or district owned vehicles may
on requests must be submitted to
egular schedules must be

d by staff to transport students,
car. The level of insurance
bursement will be provided
accident, the insured's policy will
ured's liability, the Berkeley
Complete the "Private Vehicle
er assistants, volunteers and
rior administrative approval.

n district or private vehicles
icense and proof of insurance.
aff person may transport, either
seating/seat belt capacity.
vearing safety belts.

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General Safety Provisions

1. Student must carry current identification whenever leaving school. Supervising adult will carry current identification information about student receiving instruction in the community. The information must include:
    - the parent's name and phone number,
    - school name and number,
    - emergency contact names and numbers,
    - program administrator name and number,
    - medical information,
    - the student's mode of communication, and
    - picture of student. (Attachment #)

2. Staff will review and carry written emergency plans which include procedures for both medical and non-medical emergencies.

3. Staff will carry an approved first-aid kit upon leaving the school site.

4. Students will have specific objectives in IEP's for community-based activities.

5. Student performance data must be collected on a regular basis to document and evaluate individual student progress.

Lost Students

1. Teacher's instructional responsibility--the teacher must be responsible for insuring that students involved in off-campus instructional activities are provided with instructional activities which are individualized to their ability level as it relates to seeking assistance. If ability level warrants, the student should be taught to present their identification to law or security officials when requested.

2. Supervising staff procedures for locating lost students:
   a. Two staff present--assign one to search
   b. One staff present--search premises and vehicles as a group
   c. Alert and request assistance from security personnel where available
   d. If the student is not located within 15 minutes, notify the site principal, program administrator, and provide pertinent information. If the program administrator is unavailable alert Assistant Superintendent (designee).
   e. Parents will be notified by the site administrator or teacher??
   f. The program administrator will make further contact, when necessary with the parents, BUSD and law enforcement agencies.
   g. In the event a law enforcement agency is contacted the following information will need to be provided:
      -name of student
      -specific location last seen
      -possible reason for disappearance
      -description--age, physical, attire
      -disabilities--e.g. Down's Syndrome
      -characteristics--e.g. may want to go home, likes certain foods, is attracted to certain things, people, etc. ,
      -what steps have been taken to locate the student
   h. If lost on public bus, the following will be provided to transit system personnel:
      -circumstances
      -where last seen
      -probable transfers
      -probable destination
   i. Supervising staff must write a summary of the incident and submit copies to the program administrator, director of special education and principal.

Medical Emergency

he supervising staff will assess the following medical emergency for first aid:

1. Minor--use medical kit, file report (Attachment #)
2. Major emergency--CALL 911: ask for paramedics, give specific location, state severity of accident, list injured's disabilities and action taken, contact program administrator.
   - a. If two staff persons are available, one will accompany the injured in the ambulance.
   - b. If one staff person is available, he/she will remain with group until other responsible school personnel arrives, then will proceed to hospital.
   - c. Call the program administrator (or designee) who will call parents and principal.
   - d. Complete accident report form (Attachment #) and file per district policy.

GLOSSARY

1. Designated Instruction Services (DIS)- Ancillary staff, teachers and therapists who supplement the work of the classroom teacher (e.g. occupational and physical therapist, speech therapist, adaptive PE teacher).

2. Basic Skills- These include four areas: social, communication, behavior and physical and differ from critical activities in that they cannot be learned in isolation but should be trained within and across functional activities.

3. Instructional Strategies- The following strategies are used when providing systematic instruction to students with severe disabilities in the classroom or in the community.

   concurrent chain-all the steps in a chain of behavioral steps are taught at once (instead of one by one).

   forward serial chain- a serial chain is a series of instructional steps that could be compared to a ladder--each step or rung must be mastered before the student moves on to the next one. A "forward" serial chain refers to the fact that each step will be taught in the logical order that was laid out.

   backward serial chain-this is similar to the forward serial chain except done in the reverse order. For example, the first step taught is the very last step in the sequence. When that step is learned then the second to the last step is taught. This continues until all the steps have been acquired. The technique is useful to use when the student needs the reinforcement of the end of the activity without requiring them to complete the beginning steps first.

   gradual fading of prompts- when training independent performance the instructor uses prompts, as the student meets criterion at each level, providing necessary assistance to be successful and decreasing assistance.

   reinforcer- an object, sensory stimulus or reward that motivates a student to carry out an activity.

4. Functional activities- an activity that someone will have to perform for the student if he can't perform it for himself (e.g. dressing herself, toileting, performing in a vocational setting, eating independently, communicating, occupying herself during free time.)

5. Critical activity-a functional activity that has been selected by the student's IEP team as a high priority activity for instruction for the student and useful for the student across a number of environment and for many years to come.

6. Partial participation- refers to the assumption that a person has a right to participate in any and all activities to any extent possible.

7. Individualized Education Plan (IEP)- An IEP includes goals and objectives that reflect functional and chronologically age-appropriate activities across a variety of integrated environments and domains (see domains).

8. Best Practices for Students with Severe Disabilities-see appendices.

9. Domains- In a comprehensive program for students with severe disabilities 5 areas or domains are targeted for program development and instruction. These five areas include *school/academic, community, domestic, recreation/leisure, and vocational*. The student IEP and program are organized around these 5 domains.

10. Chronologically age-appropriate-materials, activities and expectations are the same as those which would be appropriate, meaningful and motivating to typical kids of the same age group. Examples include using a hand held video game to assess fine motor and eye hand coordination for a 10 year old rather than use multi-shaped colorful puzzles; a twelve year old is learning to dress themselves at PE in the locker room rather than practice on a doll in the special day class; and high school age students with disabilities attend school dances with peers rather than attend a special bowling party instead.

11. Natural proportion -The incidence of severe intellectual disabilities in the general population is only 1-2 % of the typical population. This percentage should be utilized as a guide within the school setting. For example, only 8-16 students with severe disabilities should be placed at a school of 800 students and 4-8 students with severe disabilities at a school of 400.

12. Individual Transition Plan (ITP)-A transition plan is completed for all students at the age of 14 and becomes part of the IEP document The transition plan begins the process of coordinating and planning for the students transition from school into adulthood. Therefore it focuses on vocational and community living skills appropriate to the student.

Berkeley Unified School District

Community-Based Instruction Permission Slip

____
Date

______________________________ has my permission to participate in the community based instruction program in the Berkeley Unified School District for the current school year. I understand that my child will be going off campus on a regular basis to learn community/vocational skills, as reflected in the student's IEP. I also understand that my child will always be supervised by a teacher, classroom assistant or student teacher. The attached calendar/schedule lists community activities as well as any specific information needed for each activity.

I know I must retrun this permission slip to my child's teachers and that I may call him/her if I have any questions about any of the activities.

____
Teacher

____
Phone Number

____
Parent/Guardian Signature

____
Date

Berkeley Unified School District

Student Identification Card

Make duplicate copies. One for student without picture and one for staff with picture.

Front

Pertinent Medical Info:

Allergies:

How Student Communicates:

(Photo of Student)

Student Name:
Address:
City, State:
Phone Number:

Guardian/Parent:
Work Phone:
Emergency Contact:

Back

Notes: (Any specific info)

Student of ____________________ School

____

____________________ Phone No:

Principal:

Teacher: Phone No.:

Berkeley Unified School District

Lost Students

1. Teacher's instructional responsibility--the teacher must be responsible for insuring that students involved in off-campus instructional activities are provided with instructional activities which are individualized to their ability level as it relates to seeking assistance. If ability level warrants, the student should be taught to present their identification to law or security officials when requested.

2. Supervising staff procedures for locating lost students:
   a. Two staff present--assign one to search
   b. One staff present--search premises and vehicles as a group
   c. Alert and request assistance from security personnel where available
   d. If the student is not located within 15 minutes, notify the site principal, program administrator, and provide pertinent information. If the program administrator is unavailable alert Assistant Superintendent (designee).
   e. Parents will be notified by the site administrator or teacher??
   f. The program administrator will make further contact, when necessary with the parents, BUSD and law enforcement agencies.
   g. In the event a law enforcement agency is contacted the following information will need to be provided:
      -name of student
      -specific location last seen
      -possible reason for disappearance
      -description--age, physical, attire
      -disabilities--e.g. Down's Syndrome
      -characteristics--e.g. may want to go home, likes certain foods, is attracted to certain things, people, etc.
      -what steps have been taken to locate the student
   h. If lost on public bus, the following will be provided to transit system personnel:
      -circumstances
      -where last seen
      -probable transfers
      -probable destination
   i. Supervising staff must write a summary of the incident and submit copies to the program administrator, director of special education and principal.

Medical Emergency

The supervising staff will assess the following medical emergency for first aid:

1. Minor--use medical kit, file report (Attachment #)
2. Major emergency--CALL 911: ask for paramedics, give specific location, state severity of accident, list injured's disabilities and action taken, contact program administrator.
   a. If two staff persons are available, one will accompany the injured in the ambulance.
   b. If one staff person is available, he/she will remain with group until other responsible school personnel arrives, then will proceed to hospital.
   c. Call the program administrator (or designee) who will call parents and principal.
   d. Complete accident report form (Attachment #) and file per district policy.

Berkeley Unified School District

Community-Based Instruction Log

Put in notebook in school office.

Date	Adult(s)	Student(s)	Destination	Travel Method	Time Out	Time In

Berkeley Unified School District

Master Schedule:Community-based Instruction

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					

Berkeley Unified School District

Parent Communication Form(Optional)

Date:

Dear Parents/Guardian:

Today your child went on a Community Trip to ____________________

He/She practiced these skills:

We talked about these concepts:

You can help reinforce today's learning experience by ____________________

____

____

____

Thank You!

____

Teacher

Berkeley Unified School District

Teacher Checklist for Community-Based Instruction

☐ Develop community-based instruction action plan (rationale, frequency, destinations, etc.)

☐ Explain plan to school site principal or designee and coordinate sign-out log.

☐ Obtain study trip and transportation permission forms if needed.

☐ Develop procedures for transportation, district or public, including payment.

☐ Establish community contacts and provide specific student information if relevant, training goals and time schedules.

☐ Discuss program with assistants and train assistants and volunteers. (See Staff Competencies)

☐ Develop student programs to complement community experiences. (Communication, money use, etc.)

☐ Establish data systems and criteria to be used during training.

☐ Determine cost of program and sources for funding (petty cash, fund raisers, parent donations, store donations).

☐ Complete and send home Parent Permissions slips.

WORKSHEET

what

Other Attachments needed

☐ Voc site agreement

☐ Private Vehicle Use (If ok'd by BUSD)

☐ Lost Student
Medical
Accident
} Report form

(Does District have one)

(A generic Incident Report)

☐ Best Practices if we are including that

Attached Attachments are in the order they are mentioned in booklet. #'s to be assigned

☐ Lost Student / Emergency sheet needs phone numbers

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Halvorsen Peers Proj.
Dept Ed Psych CSUH
Hayward, CA 94542

HANDBOOK FOR INCLUSIVE EDUCATION

Napa Valley Unified School District

Barbara Pahre, Director of Elementary Education

Nancy Reinke, Coordinator of Special Education

Spring 1994

A special thank you to the following people who made this handbook possible:

- Diane Fort - Shearer Elementary School, Kindergarten Teacher
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- Pam Morse - Special Education Teacher
- Richard Morse - Special Education Teacher
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- Nancy Reinke - Coordinator of Special Education

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HANDBOOK FOR INCLUSIVE EDUCATION

I. INTRODUCTION

This handbook is provided as a resource for teachers, administrators, and support staff involved in the inclusion of students with disabilities in general education classrooms. Inclusive education will be defined and the benefits listed. The handbook includes guidelines, procedures, strategies, and resources.

The philosophy of "inclusive education" is simple: whenever possible, children belong with their age appropriate peers in general education classrooms at their home schools. The implementation of this philosophy occurs in different ways for each student.

A. COMMONLY ASKED QUESTIONS

What is inclusion or inclusive education?

Inclusion represents an opportunity for students with disabilities who have been educated in "special" separate programs to attend their home schools and participate in general education classrooms and curricula with their age-group peers. Inclusion is an evolutionary process through which the needs of the individual students are addressed by general and special education staff who help provide the necessary supports to meet the students' needs. The inclusion process teaches staff and students the value of diversity. It provides a learning environment intended to better prepare everyone involved for cooperative living in a diverse community.

What is the difference between inclusion and mainstreaming?

Inclusion means students are assigned to, and fully participate in, the same general education classrooms as their age-group peers. All included students are considered primary members of the general education classroom.

Mainstreaming most often means that students from a self-contained special day class participate in some specific activities within the general education program. Mainstreamed students are considered primary members of the special education classroom.

Who benefits from inclusive education?

Inclusive education provides both social and academic advantages for everyone involved.

People in inclusive schools benefit from

- Decreased prejudice and fear.
- An appreciation of the value of diversity.
- Preparation for cooperative living in a diverse community.
- Acceptance of every person as a contributing member of the community.

Students with disabilities benefit from

- Exposure to natural role models.
- Consistent access to and participation in the core curriculum and other course options.
- Opportunities to form friendships with peers within their community and to develop appreciation of all people.

General education students benefit from

- An understanding of the cultures and abilities of other members of their community.
- Opportunities to participate in a cooperative learning environment which includes representation from all student populations, thereby developing problem-solving, decision-making, and other analytical skills.
- Exposure to a variety of instructional personnel, teaching styles, and techniques.
- Opportunities to develop leadership skills.
- Opportunities to develop friendships with individuals who experience disabilities.

All benefit from

- New opportunities to collaborate with special education personnel through co-teaching, team teaching, small group instruction, etc.
- Fuller appreciation and understanding of the individual learning styles, knowledge of different curricula, preferences, and modalities of all students and enhance their ability to teach according to those needs and strengths.

B. QUESTIONS OFTEN ASKED BY GENERAL EDUCATION TEACHERS

(These questions will be addressed in more detail later in the handbook.)

Why is this student in my classroom?

It's the natural environment for a student to grow and develop with other children their age. In this environment, a students' needs and goals can be met in meaningful ways.

What will these students be learning?

They will learn to the best of their ability just like everybody else.

What will I do and how will I do it?

Teach the student and make the student a part of your class.

How is this different from what the resource specialist does at my school?

The resource specialist supports a caseload of up to twenty-eight students who require less special education assistance to meet their goals. Inclusive students have more intensive needs and the ratio of special education assistance is similar to a special day class. Students in either program may also receive speech, adaptive physical education (APE), and other support services.

C. HISTORY

Napa Valley Unified School District's Inclusive Education program began in 1991-92 with a pilot program at Salvador and Shearer Elementary Schools. Since that time, two different models have evolved in several schools in the district: one using an itinerant special day class teacher support model, the other utilizing support from an special day class program on the site where the student is included. All included students are attending their neighborhood school or other site selected by the parent following district procedures.

While maintaining the resource and special day class services currently provided, Napa Valley has expanded its programs and added inclusive education as one more way of fulfilling its mission to all students. (See Appendix A.)

II. PROCEDURES

A. INDIVIDUALIZED EDUCATION PLAN (IEP)

An IEP outlines the type and amount of services and measurable goals and objectives. The IEP is developed by the IEP team that includes: the parent, special and general education teachers, support staff, and administrators and whenever possible, the student.

An IEP team meeting, or review, can be called by any team member at any time during the year, but must be held at least annually. The included students' curriculum is driven by the objectives written in the IEP.

The student will be given the opportunity to meet these objectives through classroom instruction and with support from any necessary adaptations by special education staff.

B. PLACEMENT PROCESS

1. Recommendation made by the IEP team for inclusive placement.
2. Discussion with principal by district special education administrator. Recommendation of possible general education teacher(s).
3. Discussion/meeting with general education teacher(s), principal, administrator, special education teacher, and support staff.
4. Meeting of general education teacher, parent, special education teacher.
5. Develop/modify IEP; include current and, if possible, receiving teacher(s).
6. Placement in inclusive general education classroom.
7. Team monitors progress and makes adjustments, as necessary.

As placements are being considered in a general education classroom, staff will be given the opportunity for relevant staff development, including observations to other inclusive sites and observations of the student in their current placement.

C. TEACHER SELECTION

Teacher selection for inclusion is made by considering many factors. Teachers that volunteer for this program will be considered first. What is critical is a good match between the learning style and needs of each student and the classroom teacher. Factors for teachers considering inclusive education are a positive outlook toward or interest in the program and a willingness to work with colleagues collaboratively.

D. CTBS

Fully included students are exempt from taking CTBS, CLAS, and other nationally standardized tests just as SDC students are. If you wish a student to participate, arrangements can be made through Special Education.

E. REPORT CARDS

Report cards should be done jointly by the full inclusion teacher and general education teachers. Only certain portions of the report card may be appropriate to complete. You might want to consider attaching a copy of the IEP goals and objectives and give progress toward meeting the goals.

F. PHOTO PERMISSION

You will need to complete a photo release for your student each school year. (See Page 22 for sample.)

G. PARENT-TEACHER CONFERENCES

Parent-teacher conferences should take place in the same manner as for any other student. Both full inclusion and general education classroom teachers should attend.

H. IF PROBLEMS ARISE

If problems arise in the general education classroom, for whatever reason (curriculum, behavior, etc.), talk to the special education teacher, principal, and/or special education administrator immediately. Staff will assist in problem solving the issues. Documentation of modifications and difficulties may be needed if problems continue and the placement is in question.

An IEP meeting will need to be scheduled if major modifications to the program are needed or to change the placement.

III. INCLUSIVE EDUCATION GUIDELINES Neary & Halvorsen (1994)

The following characteristics are indicators of fully inclusive programs for students with disabilities. They are meant as guidelines in planning for inclusion and also as a means of maintaining the integrity of the term, Inclusive or Supported Education.

1. Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools/public schools of choice when these options exist for students without disabilities.

2. Students move with peers to subsequent grades in school.

3. No special class exists for included students except as a place for enrichment activities for all students.

4. Disability type or severity of disability does not preclude involvement in inclusive programs.

5. The special education and general education teachers collaborate to ensure:

   a. the student's natural participation as a regular member of the class;
   b. the systematic instruction of the student's IEP objectives;

   c. the adaptation of core curriculum and/or materials to facilitate student participation and learning.

6. Effective instructional strategies (e.g., cooperative learning, activity-based instruction, whole language) are supported and encouraged in the general education classroom. Classrooms promote student responsibility for learning through strategies such as student led conferences, student involvement in IEP's, planning meetings, etc.

7. The staff to student ratio for an itinerant special education teacher and instructional assistant is equivalent to the special class ratio and funding support is at least the level it would be for a special class.

8. Supplemental instructional services (e.g., communication, mobility, adapted P.E.) are provided to students in classroom and community settings through a transdisciplinary team approach.

9. Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents, and related-service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.

10. There is always a certificated employee (special education teacher, resource specialist, or other) assigned to supervise and assist any classified staff (e.g., paraprofessional) working with specific students in general education classrooms.

11. Special education students who are fully included are considered a part of the total class count for class size purposes. In other words, even when a student is not counted for general education average daily attendance, s/he is not an "extra" student above the contractual class size.

12. General ability awareness is provided to staff, students, and parents at the school site through formal or informal means, on an individualized basis. This is most effective when ability awareness is incorporated within general education curriculum.

13. Plans exist for transition of students to next classes and schools of attendance in inclusive situations.

14. Districts and SELPAs obtain any necessary waivers of the State Education Code to implement supported education.

15. Supported education efforts are coordinated with school restructuring at the district and site level and a clear commitment to an inclusive option is demonstrated by the Board of Education and Superintendent.

16. There is adequate training/staff development provided for all involved.

Neary, T., & Halvorsen, A. (1994). Rev. ed. Inclusive Education Guidelines. Sacramento, CA: California Department of Education, PEERS OUTREACH Project.

IV. CURRICULUM ADAPTATION

Curricular adaptations are the technical strategies that support our beliefs that included students can and will learn what they need to master without being separated from their peer group, their neighborhood schools, and their community. Adaptations should make the difference between mere presence and meaningful participation.

Initially teachers and staff may just want to concentrate on involving the student in the rhythm and routines of the class and school. Charts, visual aids, and peers are just a few examples of ways to introduce an inclusion student to his or her new environment.

There are different ways of making curricular and environmental changes to teach new concepts and address individual goals and needs. In examining practices across a number of inclusive schools, adaptations were developed in two ways:

1. Those that were done "on the spot".
2. Those that were planned and designed in anticipation of student's needs using pre-planned teacher lesson plans or discussion on upcoming activities or assignments.

While it would seem ideal to pre-plan and discuss each adaptation, this is not always possible. Classroom content and routines may vary from day to day, which makes planning more difficult.

Flexibility is important for educators involved in inclusive classrooms! Here are some general suggestions to consider when addressing curricular needs.

GENERAL SUGGESTIONS

- allow student more time to complete lesson
- give student a small amount to do at one time
- provide for more practice to insure over learning
- use a timer
- if student can't copy from the board, give him/her the master copy you used when you put the work on the board.
- allow the student to use a tape recorder (taping lectures, test responses, stories, assignments, etc.)
- provide the student graph paper for writing math problems/answers
- when giving the assignment, show him/her how to arrange the paper in columns, rows, etc.
- break down lessons into small units
- vary the learning approach (visual, auditory, tactile-kinesthetic)
- teach to the student's strengths
- present material orally and allow oral answers from the student

- use visual aids
- increase pace of presentation, if appropriate
- give student more choice
- use more concrete materials, especially when introducing a new concept
- capitalize upon student's interests
- utilize high interest/low vocabulary material, try brief and specific directions; if necessary, use written instructions or a list; have student repeat verbal instructions
- use peer or cross-age tutors and/or parent volunteers to provide individualized instruction
- reward student for having materials
- give the student credit for what he/she has done right instead of concentrating on what is wrong; a great deal of encouragement and praise should be given whenever it is earned; avoid demoralizing remarks
- make rewards attainable
- where appropriate, utilize an alternative grading system (i.e., pass/fail)
- give quick results of the task when possible
- reward the child for staring, for continuing, and for completing tasks
- allow students to take tests orally and have a longer time allotment; avoid surprise quizzes or timed assignments if they appear to induce stress
- develop a classroom contract for area of concern
- establish a weekly effort report; emphasize the positive where possible
- use logical consequences
- change seating or grouping
- make rules clear; post them in the classroom
- model desired behavior
- use color cues. (e.g., color code vowels or beginning/ending sounds; use a green dot where the student starts to write, and a red dot where the student should stop writing)
- start only when everyone is attending
- avoid multi-step directions

In addition, five categories for examining specific curricular participation are presented here. Examples of each form specific to either primary or intermediate grades are also included.

CURRICULAR ADAPTATION CATEGORIES*

These categories are not mutually exclusive, more than one may be utilized at the same time:

As is: Students are involved in the same lesson as other students with the same objectives and using the same materials.

Providing physical assistance: Assisting a student to complete activities by the actual manipulation of materials, equipment, or his/her body.

Adapting materials: Utilizing materials that allow for participation in age appropriate activities without having pre-requisite basic motor, communicative or cognitive skills.

Multi-level curriculum: Students are working in the same subject area, but working at different levels of curriculum.

Curriculum overlapping: Students are involved in the same activity with other students but may have a goal for a different curriculum area.

Substitute Curriculum: Students are involved in alternative activities that meet primary instructional needs when the team feels that the general education curriculum is not appropriate. These activities may occur within the classroom, school or community, and can include general education peers.

EXAMPLES OF CURRICULUM ADAPTATIONS

AS IS

At both the primary and intermediate level, students are working in the same lesson as other students.

PROVIDING PHYSICAL ASSISTANCE

Primary-

- A friend turns pages of a book for Diane.
- Peers provide assistance to lunch, recess, assemblies, or other events.
- Another student assists Bonnie by turning her paper as she cuts it.
- A friend helps Jane with tying her sneakers at PE time.
- Bill helps Adam staple the edges of his paper fish for the mobile the class made during an oceans unit.

Intermediate-

- Nancy has a designated in-class note taker or assignment reader.
- Peers provide assistance transitioning through activities or centers.

- Roger has a friend push his wheelchair around the bases after hitting a ball.

- Jim assists Gene with sanding the wood on the mission replica they built.

ADAPTING MATERIALS

Primary-

- Susie uses a name stamp that has her name written by a friend instead of writing her name.

- Krista uses a larger pencil and crayons

- Pam uses manipulatives to compute addition/subtraction problems instead of relying on pencil and paper.

- Vowels, consonants, or words are given a visual cue or are color coded.

- Arlene uses adapted scissors that are mounted on a wooden block for stability.

- Kim uses a pencil to write over letters or words written by a friend or teacher with a highlighter pen.

- Jim's coin and change making worksheets are adapted to reflect the lower amounts that he is learning.

- Diana uses a head pointer to point to the correct words on a sheet during a spelling test.

Intermediate-

- Kathy uses a calculator to compute math operations.

- Cereal boxes are used as an alternative to writing book reports. For example, use the box as advertisement for the book: the front is the title cover with an illustration, the sides are the cost and rating of the book, and the real book is put inside the box.

- Amanda participates in making a mobile showing scenes from a core literature book being discussed, rather than writing descriptions.

- Charlene uses a portable typewriter to write instead of using paper and pencil.

- Sue demonstrates understanding of the location of Western states during a geography activity by writing the first letter of that state on the appropriate place on a Nystrom map rather than verbally identifying its location in relation to other states to the teacher.

- Pat uses a switch-operated tape recorder when the character she is playing speaks her lines during play practice.

MULTI-LEVEL CURRICULUM

Primary-

- Lori completes ABAB pattern during a math center instead of an ABCDDABCDD pattern.

- Ann identifies and cuts out pictures from magazines to correlate with her story, rather than drawing pictures.

- Richard identifies numbers on a clock during a time telling activity rather than telling the time and Kevin reads the time from a digital clock when it is his turn.

- Cindy copies from a sheet on which a friend has written sentences rather than writing without a cue.

- Wendy stands in front of class with two other students as support during a class song.

Intermediate-

- Spelling words are taken from a basic sight vocabulary list rather than from a class list.

- Bonnie has five instead of twenty spelling words.

- Nancy completes a half page mission report instead of a five page report.

- During multiplication facts Bingo. Mat identifies the numbers rather than the products on his card.

- During math. Mark adds two digits together rather than multiplying.

- Tom points to a picture of lunch choices rather than verbally choosing.

- Lynell answers yes/no questions rather than give a descriptive answer during an Ancient Civilization discussion.

- Shirley demonstrates comprehension of a chapter in Island of the Blue Dolphins by writing a five sentence paragraph using opening, supporting, and closing sentences with correct punctuation and capitalization instead of the required one page essay.

- Connie selects and cuts out pictures, pasting them to paper to show about one Indian group's culture rather than writing a report.

CURRICULUM OVERLAPPING

Primary-

- Diane works on ambulation and transition skills moving through learning centers.

- Roger cuts out and puts a story in sequential order by looking at numbers written by a teacher on each segment rather than by following the story sequence and then tells the story in sequence in simple phrases/sentences.

- Nancy works on range of motion by turning pages of a picture book she selected during silent reading.

- During a math board game, Adam addresses a social skills objective by practicing turn taking. Additionally, he works on motor skills by picking up, shaking, and tossing the dice on the board.

- During journal writing, Bonnie practices writing an alphabet letter, cutting a picture beginning with that letter from a magazine and pasting it next to the letter in her journal to work on her vocabulary dictionary.

Intermediate-

- Charlene practices writing her name and telephone number during a reading comprehension activity.

- During a FOSS science lesson, Mary's job as the "getter" is to follow instructions as independently as possible, and work on counting skills by passing out the appropriate number of materials to her group members.

- Linda's goal is to demonstrate responsibility and follow class directions by turning in her work. She is graded not on content, but rather participation.

- Julie works on listening skills, staying in her seat, and looking at the teacher during a lesson on the Yokut Indians.

- When working on a writing assignment on the Boston Tea Party, Barb practices correct and independent usage of her portable typewriter plus works on simple typing skills by typing a sentence from the text chosen for her by a peer.

SUBSTITUTE CURRICULUM

Primary-

- Shirley goes to small group speech instruction to practice articulation skills for twenty minutes during weekly social studies discussion.

- Krista works on a picture vocabulary book to turn in as her journal during CTBS testing.

- Bonnie practices using her augmentative communication device with a paraprofessional during a geography quiz.

- Susie and a friend quietly look though a book in the class library during a literature discussion.

Intermediate-

- Ann collects attendance and lunch counts for her wing during a daily math quiz.

- Nancy works on word identification skills on the computer during CTBS testing.

- Pam works on street crossing and purchasing skills related to IEP goals with a rotating peer during a weekly writing activity.

- Cindy helps the librarian shelve books during fraction work.

*Neary, T., Halvorsen, A., Kronberg, R., & Kelly D. (1992) Curriculum Adaptation Strategies. San Francisco, CA: California Research Institute, SFSU and Hayward, CA: CSUH, Peers Project

V. SUPPORT FOR INCLUSIVE EDUCATION

The development of an inclusive environment is the responsibility of all school staff. There are ways that the special education staff, both teaching and administration, can assist the general education classroom teachers with successful inclusion.

A. Site Level Support and Preparation

- "Ability Awareness" activities
- Structured "Circle of Friends" for special education students as needed.
- Work with parent groups, site council, etc., on inclusion philosophy and practices.

B. Teacher Support

It is imperative for the successful inclusion of students with severe disabilities that the special education and general education staff work closely on scheduling and needed curriculum adaptations. The special education teacher should be a reference and advisor to the general education teacher in the areas of IEP procedures, responsibilities and resources, and support services available through the district Special Education Local Plan Area (SELPA). Other special education supports can include:

- Regular scheduling of inclusive classroom meetings to discuss successes, problems, and strategies.

- The facilitation of communication between school and parents of included students.

- Instructional assistant time offered within the general education classroom to be utilized and directed by the classroom teacher.

- Special education staff to be on-call for emergency situations and crisis intervention within the inclusive classroom.

- Co-teaching within the general education classroom with special education teachers developing and implementing lessons in specific areas, running groups, etc.

C. Parent Support

A crucial aspect of the successful inclusive classroom is the support of the parents of the general education students involved. Without their understanding of the objectives of inclusive education and endorsement of the benefits inherent within the mutually supportive inclusive environment, peer involvement may be difficult or negative attitudes occur. Techniques for eliciting parent support can include:

- Special education staff, inclusive general education teacher, principal or other inclusive education advocate can speak at various school functions (i.e., Kindergarten orientation, Parent/Teacher Association meetings, Back-To-School Night, Sixth Grade Completion ceremonies, etc.).

- Encouragement of special education parents to become involved with school parent groups, School Site Council, etc.

VI. RESOURCES

NVUSD and the PEERS OUTREACH Project are developing Technical Assistance Centers at inclusive school sites to provide outreach, information, and training to similar school sites in the district and region. These "Tech Centers" will include representative training teams of parents, general and special education teachers, and administrators who have direct experience in establishing collaborative, inclusive programs at their school site.

Tech Center Training and Technical Assistance

During the upcoming years, initial sites (Los Carneros and Shearer Elementary) will be utilized as Tech Centers for other schools within Napa and for other districts and school sites participating in the PEERS OUTREACH Project. Schools planning inclusive programs will utilize the Tech Centers as a resource for observations, staff training, and for technical assistance in resolving logistical barriers that may be encountered.

It is anticipated that as other schools in Napa Valley begin their restructuring/inclusive efforts, these Tech Centers will provide a working model from which to draw. As students move from elementary to middle and then to high school, it is important that inclusive practices are in place so that students' placements do not become more restrictive simply on the basis of a change of schools. Training teams from the Tech Centers will be available on a planned basis to provide training and to consult with district schools utilizing district resources for released time, materials, and outside consultants, if necessary.

Appendix A

Napa Valley Unified School District Mission

The mission of the Napa Valley Unified School District is to produce educated citizens who achieve and perform well at all levels of learning and are prepared to lead fulfilling lives and to contribute to their community and the world in which they live. After mastering the given basics, these exit outcomes apply to all students.

Students will be:

PROBLEM SOLVERS who are able to work individually, or together, to identify, anticipate, access, and work toward resolution of problems, challenges, and conflicts which occur in our rapidly changing world.

CRITICAL, CREATIVE, REFLECTIVE THINKERS who are able to use available technologies and resources to access, analyze, and synthesize information and to see that information from a variety of different perspectives to make informed, effective, and sound decisions.

COLLABORATIVE CONTRIBUTORS who are self-motivated and who use effective leadership, group, and interpersonal skills to foster, develop, and sustain supportive relationships and responsibilities towards self, peers, family, school, and community in culturally diverse settings.

EFFECTIVE COMMUNICATORS who are able to receive and exchange ideas and information openly and are able to make themselves understood using the most appropriate mode of communication.

EDUCATED, ENLIGHTENED CITIZENS who are able to understand the rights and responsibilities of citizenship and are able to participate from both an historical and global perspective in civil and democratic processes. Citizens who are sensitive to the environment and take the initiative to contribute their time, energies, and talents to improve the welfare of themselves and others and the quality of life in their personal, local, and global environments. Citizens who have an intimate understanding and appreciation of the cultures, histories, and contributions of the peoples of the nation and work toward realizing mutual respect and acceptance.

SELF DIRECTED, ENTHUSIASTIC, CARING INDIVIDUALS who continue to grow intellectually, socially, and physically, enjoy life, take things one step at a time, and who have a positive self esteem.

INTELLIGENT INNOVATORS who are able to gain self esteem and create intelligent, artistic, and practical products which reflect originality and high quality.

DEPENDABLE MEMBERS OF THE WORK FORCE who are able to choose suitable careers, understand and adhere to work ethic, ask questions, and solve task related problems paying attention to detail and follow-up, and transfer their learning from one situation to another.

Memorandum of Understanding

between the
Napa Valley Educators Association
and the
Napa Valley Unified School District

If possible, in the spring of the year before a fully included student will be placed, teachers will be given the opportunity to volunteer to have that student in their classroom. The child's designated teacher will be given opportunities to visit other classrooms where full inclusion is happening, will observe the child to be fully included, will be given opportunities to participate in staff development, and will have access to the training/retraining money.

Once a student is given a classroom placement, the receiving teacher will review the existing Individual Educational Program with Special Education staff, making modifications, if needed, or participate in a new Individual Education Program process, if appropriate. The classroom teacher and Special Education staff will jointly plan for curriculum adaptation and level of support including staff development, safety issues (i.e., telephone), behavior interventions, curriculum modifications, Special Day Class and/or Special Education Instructional Assistant support, etc.

A teacher support group consisting of teachers who have students fully included in their classroom will be formed, and a district full inclusion mentor will be chosen at the first opportunity.

A teacher "Full Inclusion Procedures Handbook" will be developed which will include teacher's responsibility for documentation.

The following list of curriculum adaptations is appropriate:

As is:	Students are involved in the same lesson as other students with the same objectives and using the same materials.
Providing physical assistance:	Assisting a student to complete activities by the actual manipulation of materials, equipment or his/her body.
Adapting materials:	Utilizing materials that allow for participation in age-appropriate activities without having pre-requisite basic motor, communicative or cognitive skills.
Multi-level curriculum:	Students are working in the same subject area, but working at different levels of curriculum.

Curriculum overlapping:	Students are involved in the same activity with other students but may have a goal from a different curriculum area.
Substitute curriculum:	Students are involved in alternative activities that meet primary instructional needs when the general education curriculum at that time does not.

Resources/References

For NVUSD	For NVEA
Date	Date

inclusiv mi3/bp
06/24/94

NAPA VALLEY UNIFIED SCHOOL DISTRICT
Department of Special Services

CONSENT AND RELEASE FORM
for
PHOTOGRAPHS, MOTION PICTURES AND VIDEOTAPES
SPECIAL DAY CLASS STUDENTS

In the course of the school year, some of the programs may be videotaped or photographs taken of students in their class work for local news media or for use in sharing events with parents or staff regarding the activities offered in the classroom.

Any of the photographs or video tapes would be available, upon request, for viewing by the parent of that student.

We are aware that some parents/guardians, for reasons of their own, would prefer their child not participate in these activities. To insure that you have opportunity to approve or disapprove of your child having a photograph taken for news release purposes or to be videotaped while in the classroom, please sign this form on the appropriate line below and return the form to your child's teacher.

This does not, in any way, affect your child's participation or status of enrollment in the program.

Thank you for your attention to this request.

______________________ Child's Name	______________________ School
______________________ Signature/Date	I consent to having my child participate in photographs or videotapes taken of program activities.
______________________ Signature/Date	I consent to annual class/school pictures only.
______________________ Signature/Date	I do not consent to any photographs or videotapes of my child while participating in school activities.

Davis Joint Unified School District

Inclusive Education

Procedures Guide

DRAFT

October 1995

This procedures guide is the result of the efforts of parents, administrators, and general and special educators in the Davis Joint Unified School District over three years.

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District Inclusion Procedures manual
Davis Joint USD
DRAFT- 10/95

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Mission

*It is the mission of the Davis Joint Unified School District,
in partnership with parents, to provide a quality educational
program for all students that develops the knowledge,
skills, abilities and values needed for our students
to reach their full potential.*

What is inclusive education?

Inclusive education refers to an educational process whereby each student, regardless of ability, is assured equal access to the educational options and supports provided by a school district to all children of the same age. In inclusive schools, special education and related support services are provided in regular classroom and school settings and students and staff are supported to ensure success.

Inclusive education is a method of schooling that emphasizes educating all students with disabilities in regular schools as if they did not have a labeled disability. Students with disabilities follow the same schedules and learn side-by-side with students without disabilities even though the student with disabilities may have different educational goals. All specialized services are provided within the general education program through a system of collaboration and combining special and general education resources.

The PEERS Outreach Project has identified a number of best practices in inclusive education. They are meant as guidelines in planning for inclusion and also as a means for maintaining the integrity of the term, *Inclusive or Supported Education*.

1. Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools or schools of choice when these options exist for students without disabilities.

2. Students move with peers to subsequent grades in school.

3. No special class exists for included students except as a place for enrichment activities for all students.

4. Disability type or severity of disability does not preclude involvement in full inclusion programs. This is an IEP team decision.

5. The special education and general education teachers collaborate to ensure:
    a. the student's natural participation as a regular member of the class
    b. the systematic instruction of the student's IEP objectives
    c. the adaptation of core curriculum and/or materials to facilitate student participation and learning.
    d. the development of friendships

6. Effective instructional strategies (eg. cooperative learning, activity-based instruction, whole language) are supported and encouraged in the general education classroom.

7. The staff to student ratio for an itinerant special education teacher is equivalent to the special day class ratio and aide support is at least the level it would be in a special class.

8. Supplemental instructional services (eg. communication, mobility, adapted P.E.) are provided to students in classrooms and community settings through a transdisciplinary team approach.

9. Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents and related-service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.

10. There is always a certificated employee (special education teacher, resource specialist or other) assigned to supervise and assist any classified staff (eg. paraprofessional) working with specific students in general education classrooms.

11. Special education students who are fully included are considered a part of the total class count for class size purposes. In other words, even when a student is not counted for general education ADA, s/he is not an "extra" student above the contractual class size.

12. General ability awareness is provided to staff, students and parents at the school site through formal or informal means, on an individualized basis. This is most effective when ability awareness is incorporated within general education curriculum.

13. Plans exist for transition of students to next classes and schools of attendance in inclusive situations.

14. Districts and SELPAs obtain any necessary waivers of the Education Code to implement supported education.

15. Supported education efforts are coordinated with school restructuring at the district and site level.

In summary, all students are members of the general education classroom, with some students requiring varying levels of support from special education. Hence the term "Supported Education". This term, though synonymous with "Full Inclusion", is explicit in acknowledging the importance of providing support services within the regular classroom, when necessary, to ensure a quality educational program.

PEERS Project 1994
With appreciation to Dr. Wayne Sailor, "Special Education in the Restructured School" Remedial and Special Education, *12, 6* (1991).

How do students benefit from inclusive education?

A. Students achieve more of their IEP objectives through increased motivation to learn from students without disabilities.

B. Social skills are more effectively acquired within integrated settings that are essential for functioning in the real world.

C. There is more help and support from peers.

D. Inclusive schools provide for natural support networks to develop and the attitude that focuses on individual abilities rather than disabilities.

E Students learn to be sensitive and respectful of individual differences.

What are the roles and responsibilities for educators and parents in inclusive education?

Site administrators are responsible for...

1. promoting and supporting full inclusion based upon Davis JUSD policy.
2. facilitating and monitoring site programs.
3. resolving issues re: placement; adapting school environments; parental concerns; staff concerns.
4. ensuring programs are adequately staffed.
5. evaluating inclusion support teachers.
6. anticipating and planning for future needs.
7. continuing to stay current re: inclusion practices.
8. attending inservices.
9. ensuring that staff receive inservice training (focusing particularly on those directly involved each year).
10. dealing with student discipline and safety issues (ie. earthquake, fire procedures).
11. providing for and periodically participating in student planning meetings.
12. observing students in classroom activities.

General education teachers are responsible for...

1. being informed about the students' abilities and needs.
2. being informed about full inclusion.
3. being involved in pre-planning during transition.
4. participating in the IEP prior to placement.
5. observing the student in her/his current setting.
6. meeting periodically with other teachers involved in inclusion.
7. participating in student planning meetings.
8. establishing a climate of acceptance in classrooms.
9. sharing responsibility for addressing IEP objectives.
10. helping to set up natural and paid supports in the classroom.
11. exploring ways to include students in all aspects of the curriculum and school activities.
12. taking ownership of all students.
    - home visits
    - providing a way to contact teacher (ie. phone number if acceptable)
    - setting up a communication process

13. bringing up any problems that occur in school particularly when a student is quiet or non-verbal.
14. treating the student like other students-one of the teacher's students.
15. communicating with parents, other teachers, principals, instructional assistants, volunteers, duty staff.
16. collaborating with parents, other teachers, principals, instructional assistants, volunteers, duty staff.
17. working out conference and evaluating procedures with other staff.
18. supporting special education staff.
19. advocating aggressively for adequate support.

It is recognized that not all teachers feel prepared at this time to involve a student with disabilities fully as a member of the class. In selecting classrooms for students with special needs, site administrators and grade level teams should consider the following:

1. Willingness of the teacher to participate
2. Match between the student's learning style and the learning environment
3. The student's circle of friends
4. Working/collaborative relationships already established
5. The number of students with special needs at each grade level
6. Parent preference and input
7. Other students' recommendations
8. Other demands/circumstances on specific classes

Special education teachers acting as case managers are responsible for....

1. communicating with everyone involved including parents, general education teachers, site administrators, instructional assistants, volunteers, other students, practicum students, duty staff.
2. collaborating with all involved staff, students and family members.
3. providing direct instruction to students with special needs, providing small group instruction in the general education classroom, and co-teaching with general education teachers.
4. coordinating student programs including:
   *schedule of support
   *student daily schedule
   *meetings for IEPs and team planning
   *staff meetings
5. advocating for students
6. acting as a resource to the school, general education staff and students and parents.
7. adapting and developing curriculum.
8. overseeing the implementation of the IEP.

9. evaluating student programs and progress.
   *recording data
   *report cards
   *conferences
10. coordinating specialized health care procedures.
11. supporting general education teachers.
12. providing inservice/information to staff and students in new settings.
13. initiating MAPS meetings and Circles of Friends.
14. making student binders and portfolios.
15. training special education support personnel.

Instructional assistants are responsible for...

1. adapting lesson plans on a day to day basis under the supervision of the general and special education teacher.
   a. General education teacher
      1) classroom routine
      2) general classroom rules
   b. Special education teacher
      1) specific strategies for working with students with special needs.
2. participating in planning meetings with general and special education staff as available.
3. attending trainings and conferences.
4. keeping daily records of student progress and communicating with parents with the awareness and agreement of the inclusive education teacher.
5. providing direct instruction for students with special needs and participating in small group instruction.
6. carrying out specific specialized health care procedures under the supervision of the special education teacher and school nurse.

Related services staff are responsible for...

1. Working closely with general and special education teachers and instructional aides.
2. Communicating with parents regularly.
3. Participating as needed in student planning meetings.
4. Providing service in classrooms and natural settings and involving peers.

Parents are responsible for....

1. Developing and maintaining good communication with staff.
2. Providing honest feedback about whether the program is working- both negative and positive.
3. Supporting other families involved.
4. Actively participating in student planning meetings.
5. Visiting the classroom to observe their child.
6. Advocating for their child.
7. Advocating for the inclusion program through school and Board presentations, participation in PTA, site council, human relationship committee, etc.
8. Keeping informed about current issues.
9. Volunteering when possible, being available to support the class.

District administrators are responsible for...

1. Overseeing all programs, knowing what is going on throughout the district.
2. Keeping informed by visiting all programs.
3. Demonstrating receptivity to families by establishing ways for communication (Special Education Advisory Committee).
4. Being approachable by teachers- special and general education.
5. Keeping themselves informed and up to date about ongoing research, conferences, meetings.
6. Going to meetings, conferences.
7. Encouraging teachers and other administrators to become informed.
8. Assisting and supporting site administrators in developing options for planning time.

How is inclusive education initiated for an individual student?

The site administrator is key to the process of enrollment at the school site. Within the current SELPA structure, the Yolo County Office of Education is the service provider for students with severe disabilities. This service structure impacts how students with special needs are served in inclusive schools in Davis. The following procedures are suggested for site administrators in enrolling a student with special needs after a parent has contacted the home school site to enroll their child and establish an IEP:

1. Contact the Director of Pupil Personnel Services who will determine interim placement. If the student has intensive service needs, the Director will contact a representative of the Yolo County Office of Education to advise.

2. Establish a planning team meeting at the home school site involving the parent(s), a representative of the student's grade level, and the current inclusion support teacher at the site who will be designated as the case manager to:
    - a. get to know the student's needs
    - b. discuss options
    - c. make initial placement recommendations
    - d. establish support needs
3. Convene a grade level meeting to determine actual classroom placement.

If the home school site is not involved in inclusive education, the planning team will include an inclusive education teacher from one of the current sites.

How are students' individual needs met in inclusive education?

Curriculum development

Each student has the right to an appropriate education that meets his/her specific needs. While the critical skill needs of particular students may differ in focus or level from the majority of their classmates, all students continue to develop their communication, motor, social and cognitive skills in school. We have a great body of knowledge and research on the importance of *context* in learning. When students see the relevance of the particular concept or skill they are practicing, learning occurs more readily and is more easily maintained and expanded. It is also critical that each classroom maintain a climate of acceptance for all students, an atmosphere of high expectations, consistency and predictability,

In planning for individual students with special needs, an ecological approach is best practice. It is the expectation of Davis JUSD that educators and parents will work collaboratively to establish meaningful curriculum for each student. It is also the expectation that general and special education staff develop learning activities, instructional approaches and adaptations to enable students to access both the core curriculum and any other learning and social opportunity at the school site. Each student's functional level in core curriculum activities and related school activities is determined through assessment. The following process outlines a strategy for ensuring that students' needs are met and that instructional time is maximized for all students.

a. Parent/family interview

This initial discussion is the responsibility of the special education teacher. At the elementary level, the special education teacher will be the liaison and the cooperating general education teacher will always be invited.

At the secondary level, the special education teacher in cooperation with the school counselor will act as the liaison.

The parent/family interview is a structured conversation which allows educators to gain insight into the student's current abilities across home and community environments and which also provides the opportunity to hear about the hopes, dreams and expectations of families about current and future school and community participation.
(See parent interview outline in Appendix A)

b. Planning meeting
  1) Discuss support needs and determine availability of support.
  2) Determine best communication system among all involved with the student
  3) Discuss the IEP process
  4) Discuss special equipment, materials.
  5) Share initial parent perspectives gained from parent interview.
  6) Complete the curriculum matrix process.
  7) Establish curriculum adaptation strategies.
    a. Plan for receiving class curriculum in advance
    b. Discuss strategies for the support staff to adapt on the spot
    c. Determine who will adapt materials
  8) Discuss any potential issues regarding health, behavior, learning style.
  9) Set up future planning meetings at a minimum of one time per month at the elementary level.

(See Planning worksheet, Appendix B-1, B-2)

Suggestions for planning time include:
  a. Released time with a substitute
  b. Planning during prep periods

For secondary level students, choose classes according to specific student needs. Look at academic and elective classes as options with specific student IEP objectives in mind. When expectation/outcome for the student is very different, address the adapted curriculum at the planning meetings.

c. Functional level assessments

These assessments must include observations in the student's current settings by both the general teacher and special education support teacher involved.
(See Student Binder worksheets, Appendix C-1 through C-8)

d. Establish student planning meetings involving special education support teacher, general education teacher and parent to examine curriculum strategies and participation in classroom and school routine.

Solving behavioral problems

Providing inclusive education for all students necessitates conscientious planning for any behavioral problems that occur. It is important to acknowledge that problem behavior is not specific to students with disabilities. Any student at some time may behave in a manner that is oppositional, disrespectful, disruptive, aggressive or even dangerous to himself or others. It is critical that our response to problem behavior is proactive and educational. All behavior is learned and it is important to remember that appropriate, positive behavior is also learned. When we focus on teaching better ways to behave, we have supported a skill that can make an enormous difference in the life of that student, his or her family and the community. In respect to these beliefs, the process for addressing problem behavior involves a commitment to flexibility in working at the site level, identifying campus locations for stress reduction strategies and providing immediate support to the student and classroom teacher when necessary, without a corresponding loss of support to other students. The following process has been determined to address behavioral concerns:

a. Contact student's inclusion support teacher
b. Notify student's parents of concern
c. Rearrange support schedule to provide immediate support- this may include paid staff and volunteer support such as parent volunteers, university students, and program volunteers.
d. Call a team meeting of people involved with the student to consider the problem and possible solutions which may include program modifications and supports. meeting with parents involved.)

If the situation has not been resolved,

e. Request support from the district (instructional assistant, psychologist)

f. Implement functional assessment process and develop positive behavioral support Plan (which includes an IEP), as outlined in Education Code 56520 of the California Special Education Programs Composite of Laws.

Transition planning

It has become clear that the success of students with disabilities in school and community environments requires regular and frequent communication among those involved. As students move to next environments, new educators and service providers will need the benefit of the experiences of others who have gained an understanding of how this student learns, interacts, communicates, and operates in their environments. A number of steps have been delineated which serve to ensure that student transitions from pre-school to elementary school, from grade to grade, from elementary to secondary and from school to post-school services, are successful for all involved. The following processes will be an intrinsic part of the transition of students with significant needs.

Transitioning from pre-school:

In early Spring:

1. Staffing will be held regarding all students with special needs transitioning.
2. The receiving site's inclusion support teacher will observe the student at the current site.
3. Recommendations of the inclusion support teacher will be provided to the site administrator, school psychologist and kindergarten teachers regarding student needs and teacher/student match.
   a. If more information is needed, potential kindergarten teachers will visit to observe the student in the pre-school program.
4. In late May, the IEP will be held regarding placement in kindergarten class considering A.M. of P.M. attendance and support services.

Transition at the elementary level

Preparation for the successful transition of a student to the next grade or to a new school is critical. The supports developed both formally and informally during the school year can be underestimated and neglected particularly when students are having a very successful year. Those natural and organized supports can be the key to a student's inclusion.

As individual student planning teams meet, transition should be an increasingly important topic, particularly in late spring. At this time, teams should begin outlining steps in making a smooth transition to the next class. The following steps are expected in student transition:

a. Ongoing conversations occur between sending and receiving teachers and inclusion teachers regarding recommendations.

b. Inclusion teacher takes input from all to assist in determinations.

c. In April, the site administrator, current teachers and parents meet to begin initial discussions about next classroom, giving consideration to maintaining friendships and relationships.

d. Potential teachers are invited to observe the student in his/her current classroom.

e. Potential teachers are invited to participate in peer support groups, also called circles of friends, lunch groups or pit crews where peers share ideas on how to adapt curriculum. The team begins to develop a transition plan. (See Appendix D)

f. Information is routinely provided to other staff through staff meetings and includes:
  1) what the student is working on
  2) Any special circumstances/needs
  3) Circles of support
    a) Student's circle can also present to staff

g. Next teacher participates in the IEP and/or team planning meeting in Spring. Arranging released time for general education staff to attend is a site decision.

h. Discuss curriculum approach and content for next year.

Considerations regarding transition at the secondary level:
Master calendar scheduling can be a nightmare. In developing the student schedule:

1. An initial meeting will be held among parents, the current general and special education teachers and the student to examine a desired schedule and student needs at the new site.

2. Students with IEP's will have priority in scheduling in order to ensure opportunity to meet IEP objectives. Teams will meet to identify preferred teachers and times of preferred classes. This should happen in March.

3. Transition meetings will be initiated.
   Staff (Counselors, special education teacher) from the next site will be invited to participate in transition planning.
   a. The responsible support teacher at the next site will be identified.
   a. Transitioning students will visit the new school to tour the campus, visit classrooms and meet staff.
   b. Transitioning students will be paired with other students currently at the campus to welcome the new student.
      1) It was suggested that an activity such as lunch would be beneficial.
   c. A MAP (McGill Action Planning) meeting or similar personal futures planning process will be held in which input from the student's current circle of friends is taken..

4. Within the first two weeks of school, the inclusion support teacher will meet with cooperating general education teachers to provide a profile of the student with special needs.

5. An initial planning meeting will be held among parents, the current general and special education teachers and the student to review a portfolio of the past year's work.

Grading

There are a number of strategies for grading students with special needs in inclusive settings. The California Education Code provides specific information for differential proficiency standards in section 51215 for students who qualify for special education services. The manner in which a student is evaluated and subsequently graded is determined by the IEP team and described in the IEP document. A number of options for grading are suggested:

A.. Elementary:
Grading practices will vary from student to student in respect to the individual nature of their needs and services. Students may be given grades in order to:

1. Document themes/curriculum the student has been involved in;

2. Evaluate students against their own progress by providing comments regarding completion of assignments and effort;

In grades Kindergarten through third, grades are typically provided in narrative form. From fourth through sixth grade, a letter grade with narrative is provided. In terms of the letter grade, students with IEPs can receive any letter grade, including A even if the student is performing below grade level. Letter grades, when necessary, may be accompanied by an asterisk* to indicate variation from the classroom standards.

B. Secondary:
It will be the responsibility of the IEP team to determine whether minor modifications will be used and the regular diploma standards met or differential proficiency standards

are used and described in the IEP. (See differential proficiency standards from Education Code-Part 30, Section 51215.) Cooperating general education teachers who were not involved in the IEP meeting would be directly informed about the IEP determined grading procedure.

In some cases the general education teacher will grade using the criterion determined through the IEP. In others, grading will be done collaboratively by cooperating general and special education staff, again using the criterion determined through the IEP.

With minor modifications of curriculum and evaluation strategies, differential proficiency standards are implemented and a diploma is anticipated.

When the curriculum has by necessity required major modification and when other goals and objectives are of primary importance, a certificate of achievement will be provided and participation in graduation ceremonies will be welcomed.

How are educators, families and students prepared for inclusion?

1. The receiving general education teacher will meet with the current general education teacher and the special education teacher to discuss the student's program.
2. Receiving teachers will participate in the student's IEP prior to the student's move to class.
3. The special education teacher will participate in pre-school staffing meetings in early Spring.
4. Regularly scheduled planning meetings will be held throughout the year.
5. Inservice training for teachers regarding inclusive educational practices will be held. These inservices will generally include the following topics:
    a. Essential practices
    b. Family perspectives in inclusion: working with families.
    c. Developing social skills, friendships and natural supports
    d. Functional assessment.
    e. Innovative instructional and curricular strategies and/or

    individualized curriculum adaptation strategies
  f. Evaluation strategies and differential grading strategies.
  g. How attitudes of students and staff affect student success
  h. Collaboration skills
  i. The IEP what it is and how it works. What are the legal requirement of the IEP process?

5. Participation of school site teams in "School Site Team Collaboration for Inclusive Education" summer institutes. (sponsored by PEERS and/or other reputable organizations)
6. Meeting parents of students with special needs prior to school start.

Annually, a district survey on special education services will be provided to families to identify training and information needs and satisfaction with the program. (See Appendix D)
10/95

Appendix A

Parent interview

1. Tell me about your son/daughter.

2. Describe the dreams you have for your son/daughter.

3. What are your nightmares or worst fears about the future for your son/daughter?

4. Tell me about your son/daughter's relationships.

5. Describe your son/daughter's strengths.

6. What are your son/daughter's likes, dislikes, and opportunities for choice. How do they let you know?

7. What do you hope is accomplished this year?

8. What is the best way for us to communicate?

TEAM MEETING WORKSHEET

Student ______________________________ Year __________

Team members present

____

____

____

____

Team members absent Information backup

____

____

____

____

ROLES:

For this meeting For next meeting

Facilitator ______________________________

Recorder ______________________________

Timekeeper ______________________________

Encourager ______________________________

Agenda for this meeting Time limit

1.
2.
3.
4.
5.

Agenda for the next meeting Next meeting date __________

1.
2.
3.
4.
5.

Vermont Statewide Systems Support Project. 1991.

Minutes	Task	Person(s) responsible	Date completed by

TRCCI; 1992. Calif. Dept. of Education

GENERAL INFORMATION

Name ____________ ____________________ Date ____________

Peer support/involvement:

Critical considerations:

Safety Issues:
Physical needs:
Medications:
General comments:

SCHEDULE-AT-A-GLANCE

Name______________________________

Teacher______________________________

Monday	Tuesday	Wednesday	Thursday	Friday
600				601

Brooks; Glic[illegible]enry, 1994

STUDENT SCHEDULE AND SUPPORT PLAN

ame ____________________________

Period	Teacher/Room/Subject	Teacher/Room/Subject	Teacher/Room/Subject	Teacher/Room/Subject	Teacher/Room/Subject

Brooks; Glic 'eary, 1994

IEP Objectives

Name______________________________ Year______________

Cognitive	Social
Language	Behavioral
Motor Gross motor Fine motor	Community
Self Help	Vocational

outine chart for ____________________ School ____________________

rade/class ____________________ Date ____________________

Time & Activity	Individualization	Support	IEP Goals

Adapted from Servatius et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

D R A F T

Activity 9: Change Process

Role Play #1

1. **Players**

Principal, elementary school

Special Education Administrator (Bill)

2 general education teachers

Place

Weekly faculty meeting

Script

Principal: (wears label - AWARENESS) So in summary, Bill, our Special Education Director is telling us that we will have new students with severe disabilities, as well as other mildly disabled students, included in our general grades next year. Bill, I for one need some background on where this is coming from and what the purpose is in bringing these kids here.

Administrator: Inclusion isn't new to the district, but I understand that it is new to your school. I would like to arrange with you for the best way to share more information beyond this meeting - perhaps visits to other schools?

Teacher #1: (Wears label - INFORMATIONAL) That would be great. I just need to know what it looks like. What do the kids think? How do they feel? What do parents feel about it? I have a lot of questions.

Teacher #2: (Wears label PERSONAL) Those aren't the only things as far as I'm concerned. I want to know just how this will affect me and all the teachers who receive included kids. How will this increase my workload? I'm sure it will, so how much?

ROLE PLAY #2

2. **Players:**

One Associate Superintendent - Jim
Two Principals - Maria, Larry
One Special Education Director - Gail

Place:

Following weekly principals' meeting.

Script

Principal #1 (Maria) (wears label "MANAGEMENT") Thanks, Gail for all you shared today. However, I need to have some specific information to bring this back to my faculty. For example, how are they supposed to organize their already diverse classes to accommodate such a range of ability? Do you have any thoughts on that, or some sample schedules and plans that we could see?

Principal #2 (Larry) (wears label "CONSEQUENCES") I need that and more. My staff are going to want to know how inclusion of kids with disabilities may affect the other students in the class. What do we know about that. Is there any research on it?

Director - Gail (wears label "COLLABORATION") First, I want to assure you that I have had all of these same concerns and I continue to think we must constantly evaluate how we're doing and make necessary changes that will make inclusion work effectively for students, staff, and families. There are resources available for workshops or presentations where we could share research, management strategies, "nuts and bolts" strategies. But what I would like to do is figure out with you and your staffs how to deliver this information in the most effective manner, and how to relate this process to other reforms your schools are already doing.

Associate Superintendent - Jim (wears label "REFOCUSING") - well, let's talk about that. That's a new way of approaching this, I think. You know Maria, you have the Healthy Start grant this year – let's look at how this ties in. And Larry, aren't you working or expanding the Developmentally Appropriate Program to multi-grade groupings? Inclusions could really fit nicely there.

BAY AREA REGION 3
INCLUSIVE EDUCATION TASK FORCE
NOVEMBER 1995

DRAFT #3

ACTIVITY 10: ACTION PLANNING

AWARENESS LEVEL SESSION

Time: 30 minutes (4:15 - 4:45 p.m.)

Materials and Equipment Needed for Individual Action Planning:

1. Personal action planning forms.
2. Completed sample.
3. Overhead projector, screen and transparencies.
4. Needs assessment (e.g., PEERS OUTREACH criteria noted above as a sample to be taken back with them, but not used in this activity).

Directions to Trainer:

a. Overall Instructions - The purpose of the activity is for each individual to leave with at least one "next step" in mind. This first day is awareness level only and many participants a) will not be coming in teams and/or b) may be threatened by the notion of action planning for inclusive education if they thought they were coming just for information. Therefore, for awareness level only participants, the focus will be on obtaining information, and personal actions upon returning to one's school or district regarding sharing that information, etc.

b. Please Note: The Opening Activity (8:30 a.m.) directions need to be augmented to reflect that forms will be handed out at the beginning of the day so that participants can write down what they "need to know" adding questions and "answers" or strategies that they hear about throughout the day.

c. At 4:15 the trainer will ask participants to "Look at your first five questions. Do you know what you need to know? What do you want to do or know next?" This will then introduce personal action planing. The trainer will provide an example: sample questions followed by a personal action plan (5 - 10 minutes). Individuals will then get to work on their plan (5 minutes), do a pair-share with another person and give feedback on each other's plans (10 minutes), and then debrief as a large group with volunteers from various roles (parent, principal, superintendent, teacher, board member, related services staff, etc.) (5 - 10 minutes).

BAY AREA REGION 3
INCLUSIVE EDUCATION TASK FORCE
NOVEMBER 1995

Awareness Session
Activity 10

Personal Action Planning

1.	Introduction of activity.	
	Did you learn what you needed to know?	(5 minutes)
2.	Where do you want to go next?	
	Sample Personal Action Plan	(5 minutes)
	Individual review	(5 minutes)
3.	Pair and share.	(10 minutes)
4.	Large group debrief by roles.	(5 minutes)

Activity 10
Overhead 1

Name: ____________________
Date: ____________________

Inclusive Education Awareness Session

Questions: What I Need to Know	Ideas/Strategies/Information Sources
1.	
2.	
3.	
4.	
5.	
6.	

Activity 10
Overhead 2

Name: ____________________
Date: ____________________

Inclusive Education
Personal Action Planning

Issue	Action	Timeline

Activity 10
Overhead 3

SAMPLE

Name: Janet Lopez
Date: ____________

Inclusive Education Awareness Session

	Questions: What I Need to Know		Ideas/Strategies/Information Sources
1.	Why do parents want this for their kids who have severe disabilities? Aren't they losing services?	1.	Parent and school panel points: role models, expectations, social skills, learning more, part of community, good for nondisabled kids. Research - see Kappan, Jash, Ed Lead., etc.
2.	What's the difference between inclusion and mainstreaming?	2.	Member of general ed class - see guidelines handout. Districts mentioned: San Diego, SFUSD, Davis, etc.
3.	How do general education teachers feel about this and what makes them feel OK about it if they do?	3.	School panel responses - support staff, adaptations; resources, - plain talk video. (AGH Enterprises NH) also jigsaw article: I've Counted Jon (Exc. Children Journal)
4.	How does one person generate interest in inclusive education in a district or school?	4.	Talk with my peers, collect more info, visit schools, share the info with administration, use IEP process, work with parent groups to spread info about it.
5.	What does a district or a school do first?		Task force or committee, collect info, assess interests and need.
6.	618		619

Activity 10 **SAMPLE** Name: Janet Lopez
Overhead4 Date: ________________

Inclusive Education
Personal Action Planning

Issue	Action	Timeline
1. Lack of information and understanding about inclusive education in my school and district.	1. Meet with my principal to a.) share information and materials from the session and	within next 2 weeks
	b.) to propose doing an overview for faculty/school site council.	within 1 month
2. No current inclusive education program is available in my district.	2. Contact and arrange meeting with our special education director to share materials/info, and ask about any district plans toward inclusive education a.) Suggest other directors for director to contact in districts where it's happening, provide names and numbers. Volunteers to go with. b.) Ask about possibility of starting on information-seeking group.	within 1 month

APPENDIX N

Service Delivery manuscript

Inclusive Service Delivery at the Elementary School

Ann Halvorsen, Ed.D.
Tom Neary, M.A.
PEERS Outreach Project
California Department of Education and CSU Hayward

It's just not working

"Kevin was included in kindergarten last year, but they say he can't be this year, because I can't be there. You see, the way it worked was that I sat in my car outside school all morning, in case there was a problem. And if there was, and he acted up, or he couldn't do what the other kids were doing, well then they came and got me and I just took him home. But this year, you see, I have a job. So they say he'll have to go back to a special class instead of going to first grade."

"Janet was moving on to middle school but there wasn't any support to speak of-not enough consultation time from the special education teacher, no aide time in the general education class. So I said I'd get somebody to help. Well, they said parents can't hire paraprofessionals for schools, so what I had to do was say the aide was volunteering, and then my wife and I paid her on the side."

"My son Dennis was included in regular preschool, and then this year he went to kindergarten. But there wasn't any special education support teacher. They had an aide with him most of the time, and then the district program specialist came and helped adapt curriculum. The trouble is, the program specialist has another whole job besides supporting half a dozen included kids of specialized services to dozens of schools. So it worked OK this year-but what about the future?"

"They told me if I wanted my son fully included, he would have to show he could be in the regular class independently. I know he's going to have trouble with all the work in that class, but I want him to be around people his own age who talk and play and act like kids. Right now he's in his regular class, but he doesn't have anyone helping him. The teacher is trying, but I can see she's frustrated. Isn't he supposed to have some kind of special education help?"

"My daughter Maria, has a lot of intensive physical needs. They told me that this Resource Specialist Program would work out, but I'm not sure how. The resource specialist has 27 other kids and there's only one paraprofessional working with the students. How can she see to my daughter's needs in a big high school? And anyway, I'm not sure this resource specialist has ever had a student with severe disabilities before. How is she going to learn what to do?"

"I really believe in inclusion and I'm trying to make it work as an itinerant teacher, but I have to cover eight schools with ten students. There are just not enough students labeled *severely handicapped"* in each school to justify a special education teacher on site. We could group them on one school site to make it easier on us, but we really feel it's important for kids to attend their neighborhood school. I'm not getting to see them much or their classroom teachers, much less actually work with them and I have to rely on my aides. I'm afraid that if we have any serious behavior problems, the response will be to move the student back to special class."

The context

In California and throughout the nation, there is a growing call to restructure our schools to more effectively and efficiently meet the needs of an increasingly diverse population. Educational outcomes must meet the expectations and demands of employers and the ever-changing social, political and economic realities of our world. In particular, California reflects the rapid changes underway in our communities. At the same time, this state is seriously impacted by economic factors that affect our ability to deal with these changes.

In the current fiscal crisis, California is experiencing multiple threats or challenges to quality education for its large and diverse student body. Class sizes are the highest in the nation, while per pupil expenditures rank among the lowest of the 50 states. For example, in New York state, the average per pupil expenditure in 1992 ($8500) was more than double California's maximum expenditure ($4000) for that same year (State Fact Sheet, 1992). Resources to schools for both instruction and construction have not kept pace with burgeoning growth: over 3% annually or between 150,000 and 200,000 new students entering our schools for several years, with a projected total increase of 48% between 1990 and 2000 (State Fact Sheet, 1992, p.13). Thirty-four percent of the current K-12 population comes from homes where English is not the primary language, and students who represent "minority" populations are rapidly becoming the majority in many locations. Far too many members of this heterogeneous student body never complete their K-12 educations: state-calculated drop-out rates range from 12% for Caucasian students to 27% for Hispanic and 29% for African-Americans, with the overall drop-out rate at 18.2% (1992).

The outcomes for students who have received special education services are no better. According to a longitudinal study by SRI (Wagner, Newman, D'Amico, Jay, Butler-Natlin, Marder & Cox, 1991), only 56% of students receiving special education services who enter high school graduate. Of those who do not graduate, 32.5% are drop-outs and 33% of these are students with learning disabilities or students labeled mentally retarded. Fifty percent of the drop-outs are students classified as having emotional disturbance. Less than 40% of students who drop out are competitively employed after two years, and of the students in SRI's study, nearly 40% had been arrested at least once, versus 8% of those who did graduate. Hasazi et al (1989) added to this overall picture with their data that indicated that the overall unemployment rate of special education students post-school was above 80%. The vast majority of these students are products of a dual system of special and general education, where mainstreaming or integrated opportunities ranged from none to minimum. Clearly, students identified as having special needs are equally at-risk as those at-risk students not eligible for special education.

Rich diversity is California's present and its future. Ironically, at a time when increased resources are needed to ensure positive educational outcomes for all students, we are faced with fewer dollars. This is the greatest challenge to our public educational system today. It is within this context that California's school districts, like districts nationwide, are re-examining their separate system of special education service delivery. Many general as well as special education administrators, parents and teachers fear that the results of these systems change efforts may be an assault on special education's dwindling resources and a watering-down of services to students identified as having specific disabilities. Others applaud these changes, citing the critical importance of bringing equity to special education, ensuring that all students have clear opportunities to be educated appropriately within their home schools and communities, building relationships and skills with their non disabled peers.

It is important to examine the history of special education as a backdrop to the movement now known as *inclusive education* and to delineate the differences between *inclusion* and past *mainstreaming* as well as *integration* efforts.

Of pendulum swings, fads and difficulty with change....

Whenever we are faced with changing long-held beliefs and practices, there is a tendency for skepticism. Is this just another swing of the pendulum? Why fix it if it isn't broken? Who's behind this *inclusion* stuff? Such skepticism is healthy and signals that people have become aware of proposed innovations and are beginning to examine them more closely. At the same time, it can be distressing to families and advocates for inclusion to witness the strong reaction some members of the educational community have to this change in how students with disabilities are served. Why, for example, are Albert Shanker and the American Federation of Teachers, a union that represents both general and special education teachers, calling for a moratorium on full inclusion? (Shanker, 1993). It might be helpful to examine *inclusive education* in the context of change.

It is ancient wisdom that the only constant is change. It is also common knowledge that change makes us uncomfortable, irritable and leaves us with a sense of being out-of-control. But without change, we stagnate both personally, professionally and as a community. Our ability to move forward creatively suffers without a willingness to constantly consider new alternatives. Certainly the past beliefs our communities held about the education of women and African-American students led to practices of segregation and separate curriculum for these citizens.

Prior to some of the landmark judicial decisions and legislation in the area of special education, many questioned the *educability* of our citizens who happened to have cognitive, sensory and even physical disabilities. (c.f.Halvorsen & Sailor, 1990) It would be the height of arrogance to point to our community ancestors and laugh at their ignorance, because this is not a question of right or wrong. It is a comment on growth in information, increasing knowledge and experience and changes in values. Changes in voting, in the types of work men or women could do, in the belief about who could be educated and how and where they could be educated are all examples that reflect our values and knowledge.

Inclusion means the full participation of students with disabilities as valued members of the community. Inclusion does not signify the failure of special education. It can reflect its success. Our experiences as educators have opened our eyes to the potential of all students to learn, to adapt and to contribute. They have also shown us the capacity of all students to accept and value each other, regardless of the physical, communicative or cognitive challenges faced. Our greatest challenge is not the particular disabilities of our students, it is in getting each of us to examine our practices in light of current information and current realities.

Early programs for people with disabilities were permissive, that is, there was no legal mandate for educational agencies to provide them. Primarily through the advocacy of parents, programs were established outside the school system. These programs were by nature separate and were typically held in private facilities, church meeting rooms or parents' homes. With such landmark judicial decisions as *PARC vs. the Commonwealth of Pennsylvania (1971)* and *Mills vs. Board of Education (1972)*, and finally PL 94-142 (1975), many of the students in these programs were brought into the public school system. What model did the public system have? Typically, the public school system simply took over the operation of these separate educational programs or created separate programs in the image of those already operating. In California, a vast number of special schools was established. Approximately 350 existed in 1987, containing anywhere from 15 to 300 students. The idea behind these special schools was to centralize services, creating a place where physical, behavioral, language and curricular needs could be addressed with students who were seen as similar. These special schools were promoted as centers of specialized services and expertise for students with intensive needs. Intermediate units serving several districts (in California, County Offices of Education), became the primary service provider, particularly for students with severe disabilities. These students came to be known as *county kids*, even though they might live across the street from their neighborhood school, and their teachers known as *county teachers*. As articulated by Biklen, Bogdan, Ferguson, Searl & Taylor (1985), a dual system was established and families, educators and the community at-large came to believe that these students should be taught separately, and could only be taught by "highly trained, special people". By the nature of their structure, county operated programs are typically educationally, administratively and psychologically separate.

Even as educational programs were developed in regular schools, they became *islands in the mainstream*, operating as separate entities within the walls of the school. (Biklen et al, 1985) One prime example which illustrates this is the traditional, week-long sixth grade trip to the environmental camp. Sixth graders across the state look forward with enthusiasm to this trip as a right of passage. Yet it has often been assumed that students who are sixth grade age and who happen to have severe disabilities will not attend. Far too often, special education classes are not even informed about school events and activities because it is assumed that they will not participate.

When teachers of students attending special education classes believe in direct interaction among students with and without disabilities, they make independent arrangements or *teacher deals* (Biklen et al, 1985) with their general education counterparts. Personal relationships with general education teachers become the key to entry. Having good public relations skills and being willing to trade favors are critical in these mainstreaming attempts. While administrators and others may speak highly of mainstreaming, it depends entirely upon the individual teachers who make it work. When the players change, the amount and quality of mainstreaming also changes. The defining factors in mainstreaming are these: the student is a member of a special education classroom who is "ready" for mainstreaming, (i.e.. needs no extra support), visits the regular classroom and then returns to his own class.

In contrast, the single most identifiable characteristic in inclusive schools is *membership*. Students who happen to have disabilities are the responsibility of each member of the school site, just as any other student is. Staff do not ask where this student belongs, but what services and supports are necessary to make her successful. This very simple value is often very difficult to achieve, in large part because we have always operated as if there were general education students and special education students and their needs were more different than similar. In fact, every student in our school system can benefit from additional attention and support; each student can benefit when we address the particular learning characteristics and motivational factors that are uniquely his. However, when our schools and communities are becoming more diverse, when economic and social problems are increasingly the purview of our school campuses as the only level playing field left and our class sizes are increasing as our resources dwindle, it's understandable for educators to feel overwhelmed, to look to special education as a safety valve, as a place where students might be able to get some extra help and in the process, help make the regular classroom a little more manageable. Then special education operates as the *Statue of Liberty-* . "..send me your tired, your poor, your huddled masses, your students who are failing, and we'll deal with them" and this further perpetuates the separate system.

Progressive inclusion

When we examine the purpose of special education, we see that the development of specific skills from communication to academics to vocational skills as well as, development of, and instruction in the use of adaptive equipment, are all critical. In a relatively brief period, the skills special educators have developed in these areas have provided access to a great number of our citizens who were left out of the educational system. The power of these instructional strategies provides the strongest argument for supporting the current system of special classrooms for students with specific disabilities: special classrooms can provide a lab for specific teaching strategies. However, we need only to consider the outcome data referenced earlier to know that separate education is not delivering on its promises. In addition, it's important for us to realize that while many of these strategies were developed in the separate system, if they are effective, they should not suddenly lose applicability in an inclusive system of education. In fact, it has been our experience that special education strategies are not only applicable for students with special needs in regular classroom settings, they are also applicable and very effective with students who do not necessarily qualify for special education services. Secondly, while special education strategies are effective, they are even more powerful when delivered in the presence of good models of the kind of language, motor, cognitive and social skills present in heterogeneous general education classrooms. (e.g. Helmstetter, Peck & Giangreco, 1995; Hunt, Staub, Alwell & Goetz, 1995, Hunt & Farron-Davis, 1992) Who among us does not want our own children in the best environment where they have access to good models? Finally, we are beginning to recognize the critical importance of social networks in human development. The language, social, cognitive or motor deficits that children may experience are exacerbated when they are separated from their peers, placed far from their neighborhoods or communities and handicapped by the limited or non-existent opportunity to interact with their peers without disabilities. (c.f. Wagner et al, 1991).

The challenge for our schools is this: How can we bring the skills and strategies, adaptations and supports developed as part of special education to the regular classroom environment without losing the intensity of those services? At the same time, how can we provide those strategies, adaptations and supports in a manner that does not separate the student with special education needs from the other students? How do we ensure that our special education supports and services do not negatively impact the education of other students in the class, but rather enhance educational services to all students?

Inclusive education

It's disheartening to hear what is done in the name of inclusion. The vignettes at the beginning of this paper are actual situations which have occurred in California. Because inclusive education is so often misunderstood, it is also mistrusted and confused with putting students with special needs into regular classrooms with no support, or mainstreaming students who are "ready" for part of the day. Some of the practices operating under the name of "full inclusion" are destined to fail because the necessary supports and planning are not formalized or even addressed. Our efforts as educators must be responsible and must ensure that students' needs are met, otherwise we do the wrong thing for the right reason.

The PEERS Outreach Project for Inclusive Education and Restructuring, is a federal grant to the California Department of Education. Through our work with a number of school districts in California and with the experience and expertise of other efforts in other states, we have identified guidelines for inclusive or "supported" education. By operating from a basic agreement on what is meant by inclusive education, it is possible to identify the supports and structures for success and it ensures that any evaluation about the merits of inclusion is valid. These guidelines in Table 1, are offered with the understanding that each school site will vary in regard to meeting all indicators, however, efforts to address each are warranted.

Table 1
Inclusive Education/Supported Education

The following characteristics are indicators of inclusive education for students with disabilities. They are meant as guidelines in planning for inclusion and also as a means for maintaining the integrity of the term, Inclusive or Supported Education.

1. Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools or schools of choice when these options exist for students without disabilities.

2. Students move with peers to subsequent grades in school.

3. No special class exists except as a place for enrichment activities for all students.

4. Disability type or severity of disability does not preclude involvement in full inclusion programs.

5. The special education and general education teachers collaborate to ensure:
    a. the student's natural participation as a regular member of the class
    b. the systematic instruction of the student's IEP objectives
    c. the adaptation of core curriculum and/or materials to facilitate student participation and learning.

6. Effective instructional strategies (e.g.. cooperative learning, activity-based instruction, whole language) are supported and encouraged in the general education classroom. Classrooms promote student collaboration and responsibility for learning through strategies such as student-led conferences, and student involvement in IEPs and planning meetings.

7. The staff to student ratio for an itinerant special education teacher is equivalent to the special class ratio and aide support is at least the level it would be in a special class.

8. Supplemental instructional services (e.g.. communication, mobility, adapted P.E.) are provided to students in classrooms and community settings through a transdisciplinary team approach.

9. Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents and related-service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.

10. There is always a certificated employee (special education teacher, resource specialist or other) assigned to supervise and assist any classified staff (e.g.. paraprofessional) working with specific students in general education classrooms.

11. Special education students who are fully included are considered a part of the total class count for class size purposes. In other words, even when a student is not counted for general education ADA, s/he is not an "extra" student above the contractual class size.

12. General ability awareness is provided to staff, students and parents at the school site through formal or informal means, on an individualized basis. This is most effective when ability awareness is incorporated within general education curriculum.

13. Plans exist for transition of students to next classes and schools of attendance in inclusive situations.

14. Districts and SELPAs obtain any necessary waivers of the Education Code to implement supported education.

15. Supported education efforts are coordinated with school restructuring at the district and site level and a clear commitment to an inclusive option is demonstrated by the Board of Education and Superintendent.

16. Adequate training/staff development is provided for all involved.

In summary, all students are members of the general education classroom, with some students requiring varying levels of support from special education. Hence the term *Supported Education*. This term, though synonymous with *Full Inclusion*, is explicit in acknowledging the importance of providing support services within the regular classroom, when necessary, to ensure a quality educational program (Neary & Halvorsen, 1994).

Service delivery models

Throughout California, school districts that are engaged in collaborative planning with parents, general and special education teachers, administrators, related service providers and community members, are developing exciting examples of service delivery that result in effective supported education. Two of these are an itinerant categorical approach and a noncategorical approach.

Coming Home

Eleven year old Eddie is returning to fifth grade at Bear Creek, his local school in the small wine country community of San Blanco. Until now, he's attended special classes in another district, moving from school to school when the county office of education lost its allotted special education space because of district growth. Now Eddie's school team is meeting for a full-day training about the nuts and bolts of including Eddie and addressing his special needs. The training opens with sharing by the classroom teacher, principal, support teacher, local special education director, paraprofessional, related services staff and Eddie's mom about what they feel they need to learn to be effective in including Eddie in their school. Eddie's mom, Janet, speaks last, and expresses how overwhelmed she is that everyone is here because they are interested in her son. The principal turns to her and says, "Janet, you've come home. Eddie's home now."

Eddie is receiving specialized support in his general education classroom through the first service delivery model we'll describe, which is currently the most common approach utilized in California, the itinerant categorical model.

Itinerant Categorical Approach

Structure. Eddie and eight other students with severe disabilities in his district receive support from a credentialled special education teacher and two paraprofessionals, who rotate among nine classrooms in two district schools. The district is utilizing a **special day class unit** in an itinerant manner, rather than grouping all nine students together in one room with their special education staff. All nine students are full members of their chronologically age-appropriate general education classes in home schools, the schools they would attend if they were not disabled. Judy, Eddie's classroom teacher, and Jeff, the special education teacher, collaborate through formal team meetings twice monthly that include his parent(s), paraprofessional and other support staff when necessary, and informal contacts occur throughout the week among team members.

"We meet over the Xerox machine all the time" Jeff reports.

"I collaborate at lunch" returns Judy.

Jeff's time, and that of Marie and Jose, the instructional aides, are divided across the classrooms through a process which can involve:

a) assessment of student performance and support needs through observation and discussion,

b) negotiation with each classroom teacher regarding critical support periods,
c) team development of individualized support plans and support systems when needed.

Assumptions: The overall assumptions of itinerant categorical services include the following:

1) It is an IEP team decision to include the student in the appropriate general education class
2) Special education support staff rotate among students and schools,
3) Each student is a full member of an age-appropriate class and counts as one of the class for contractual class size,
4) Collaborative planning occurs, and
5) The special education teacher often participates in providing instruction to all students.

It is critical to note that the level of support is individualized for each student given assigned staff, that student planning team meetings occur regularly, and that core curriculum is adapted where necessary to address IEP objectives and ensure meaningful participation. A final assumption in effective inclusion within this approach is the active participation of non disabled classmates with their included peers: building relationships of natural support throughout the day, and developing friendships that extend beyond school hours. Students at all grade levels have been observed taking on multiple roles such as, advocate, curriculum adapter, team member and tutor..

Locations: Several dozen districts employ variations of this approach in California, including rural communities such as Healdsburg (with Santa Rosa City Unified), suburban areas such as San Ramon Valley, Napa Valley, Davis Joint USD and Fullerton, and urban centers such as Oakland, San Francisco and San Diego.

Issues: Few innovations in service delivery are implemented without experiencing challenges, glitches or strain. The itinerant categorical service delivery approach is no exception. Consider this example: A tenth student returns to Eddie's district from the county program with an IEP team decision to include her in her home school. Anne Marie's home school is San Blanco's third elementary site, and supporting her may result in spreading existing staff among three, not two schools. How should the district proceed? Ten students is a typical average class "load" for a special day class teacher in California; Special day classes are funded on an average of ten students across the district/SELPA. There are several challenges inherent in this expansion. The major challenge is that specialized staff will need to collaborate with a third set of general educators at the site, both in terms of school procedures and protocol, school schedules, faculty meetings, planning time logistics, and in terms of internal classroom support for a tenth classroom. The school has a part-time Resource Specialist, but no other specialized services except part-time itinerant speech therapy.

This example underscores the need for ongoing planning at both district and school site/student levels. As requests for inclusive placements increase, districts may find expansion of services problematic, particularly in smaller communities. One strategy that may be employed in this situation could involve the addition of paraprofessional time to augment the services provided by the three existing staff, and to provide additional training and/or consultative support to the Resource Specialist to assist him in supporting Anne Marie when the itinerant teacher is off-site. Both of these may work as effective interim strategies until there are enough additional students whose IEPs call for inclusive placements to warrant a second itinerant unit (teacher and paraprofessional). This is more feasible in larger districts as the "word gets out" that inclusion is a viable option. In smaller communities where the incidence of severe disabilities translates to fewer students, a second group of nine or ten students may not exist. The constraints of the itinerant categorical approach have led many schools and communities to develop a new alternative, described below.

Itinerant Noncategorical Approach

Donna is a third grade student labeled learning disabled who is included in her home school, King Elementary in suburban Los Caminos. There are three students with severe disabilities and a total of fourteen students with learning disabilities who are included in various grades at King.

"I'd been wondering why we weren't offering inclusive options to our students with learning disabilities going to special education classes", says Joanne, the principal. "It seemed like they should have the opportunity as well, and they may need more support than the usual Resource Specialist Program with its 1:28 ratio could give them."

"I really like working with Casey", reports Phyllis, the Resource Specialist. "It makes so much sense that we collaborate to serve all the students here."

Structure: The students at King Elementary are receiving specialized support through a combination of former special class units (teacher, aides) and resource specialist units (teacher, aide). These special education teachers work across "categories" of students and, in this way, are more likely to be able to stay with one school site, since there may be enough students there for a full case load. This structure provides for specialized staff support to be on site at all times, and enables the faculty to become a part of their school community, to be included, as are the students they serve. As a result, there are increased opportunities for teams or co-teaching, for assisting in the class with "high risk" students, and for ongoing monitoring of student programs and paraprofessional effectiveness. In some cases, staff divide their services by grade level, with one special education teacher serving all identified students grades K-2, and the other serving 3-5, in order to capitalize on individual strengths with core curriculum areas, to minimize duplication of service in the same classroom, and to maximize resources and time to those classrooms. This approach may also decrease the number of personnel with whom each classroom teacher is planning and collaborating and thus improve opportunities for working together.

The individualized student planning processes in this approach are quite similar to those in the categorical model, with assessment, negotiation and development of support/participation plans for each student as critical features.

Assumptions: The noncategorical approach also assumes that each inclusive placement is an IEP team decision for that student, that collaborative general-special educator planning occurs regularly, and that each student counts for contractual class size on the roster of the home school classroom of which s/he is a member. This model assumes as well that special education staff will collaborate with each other to share expertise regarding student needs for those pupils that they have not traditionally served. A critical element that parallels this collaboration is district provision of necessary supports and training. For example, a resource specialist may need skills to support a student with severe disabilities, and a former special class teacher may need new skills in areas such as delivery of reading instruction across grade levels, or in other aspects of the core curriculum. Finally, as with the categorical approach, levels of support are individualized according to student needs, regular planning and curriculum modification are elements of that support and involve both parents and peers, and natural peer supports are both encouraged and fostered.

Locations: Noncategorical approaches are utilized increasingly in districts where inclusive education is growing, particularly in specific schools within rural settings such as Pierce Joint Unified School District (Colusa County) and Napa Valley Unified School District.

Issues: The primary concerns to be addressed in implementing noncategorical inclusive education are: credentials/training of staff and funding. Credentialling of staff will not be an issue where teachers carry both "learning handicapped" and "severely handicapped" area credentials, or where the majority of a teacher's assigned caseload of students are categorized in the same credential area as the teacher (e.g. "severely handicapped"). Schools may also continue to assign students according to the credential area of the teacher, with staff working in-house and with families and IEP teams to design actual hands-on delivery of services in a noncategorical way.

Funding continues to be a critical problem for all special education programs in California, even more than in other states, since California deducts its federal IDEA dollars from its state allotment each year, rather than adding it to the state dollars, as in other states. In addition, the funding structure is inequitable across districts, does not provide adequately for growth, and requires districts to obtain an Education Code waiver when utilizing special class units in an itinerant manner, whether this is categorical or non categorical. State funding models are now under review, and it is safe to say that all parties in the system see an opportunity for significant improvement and flexibility to allow for innovative models with necessary protections for students' programs.

Continuing Issues

Throughout this article, we have attempted to distinguish poorly constructed support models for students in integrated settings from those service delivery models which are designed to maintain students in inclusive classrooms and also meet their specific instructional and support needs. Inclusive education must not be viewed as a compromise between being in environments with good social role models and learning the critical academic and life skills necessary for competence in all aspects of community life. We have also attempted to clarify why some of the resistance to inclusive education occurs. Much of this resistance can be attributed to difficulty with change, especially when change is viewed as more of a problem than an opportunity. While we find more and more ways for students of varying abilities to learn together, our efforts as educators must be to continually improve our educational services and practices, to learn more about how students learn, and to incorporate increasingly more effective instructional strategies. It is also important to acknowledge that we will be continually challenged to solve difficult and often chronic situations as we work to restructure our schools. Inclusive communities are dynamic. Successful schools continue to change and those intimately involved in educational change remind us that "..change agents must become comfortable with the unknown and unexpected." (Villa & Thousand, 1992 p. 113).

There are several immediate issues being addressed as schools restructure to serve all students. Three are considered here.

Role shift

Restructuring education at the site level requires a change in how people work. In inclusive education, both general and special educators are re-defining their role in creating learning opportunities and in providing needed direct instruction. In contrast to separate services, educators are working together to design learning activities and environments that accommodate all learners. This change is not easy for many educators, however. Educators who have operated in their own space, with their own materials and with their own plan will need to believe in the benefit of inclusive education and those supporting and encouraging this change will need to remember that change is a process, not an event and is experienced in a highly personal manner (Hord, Rutherford, Huling-Austin & Hall, 1987). Those directly impacted by this change must be involved in the planning throughout the process. Through the PEERS Outreach Project we have found that district and site level inclusive education planning teams, involving families, special and general educators and administrators, meeting on a regular basis, can effectively anticipate and plan for the needs of staff in terms of training and technical assistance while staff become comfortable with new roles and responsibilities.

Direct Instruction

The direct instruction provided to students through special education is too valuable to neglect in an inclusive education service system. Remedial education in reading and math for example, can be critical for students who are behind their peers. At least as important are strategies for learning, study skills or organizational strategies to assist students in gaining the most from the general education classroom curriculum. Special educators in particular, are conscious of the tension between core-curriculum modification and teaching the specific skills students need through direct instruction. Pulling students out to work on these skills is viewed with some suspicion, since this has been the service model and has typically meant students spending increasing amounts of time outside the general education classroom. There is a legitimate concern, however, particularly by teachers of students with learning disabilities, that this direct instruction is not being provided sufficiently in the inclusive classroom. It is evident that we need to continue to develop our skills in providing specific instruction in inclusive environments for all students, as an inherent part of the educational program. Some schools have transformed the resource room or special classroom into a learning lab available for all students in the school. Reading programs, special projects, club meeting, staff meetings, computer use and other small group work are scheduled and students with and without disabilities may use this learning environment. When students need smaller group or even individual work, the learning lab is one location available and since others use the room, it is not considered "going to special education". In addition, teachers are more conscious about why students are being pulled out for instruction and there is more effort to find ways to provide individualized instruction in the general education environment.

Training for staff.

Providing special education support in a noncategorical manner requires qualified staff. It is our belief that there are basic best practice strategies for teaching any student. There are also strategies specific to support the learning of students with sensory, cognitive, motor and/or communicative challenges which are essential. Our challenge is how to ensure that staff learn the specific skills they need for individual students. Non categorical service delivery means that teachers with credentials to serve students with learning disabilities or students with severe disabilities, must develop skills to serve across category. While many teachers have expressed concern about their ability to serve students in another category, it is our experience that many of the strategies are common to all special education teachers and those that are not can be learned easily. In addition, our teacher training institutions have often supported the notion that there are two types of students, those with special needs and those who do not receive special education services and that "..if you choose to work with one of them you render yourself legally and conceptually incompetent to work with the others..."(Sarason, 1982 p.258).

While it is obvious that there need to be changes in teacher preparation, inservice training at the district and site level can be very effective in developing necessary skills. Too often however, training is neglected and curriculum modification and instruction of students with disabilities are considered the sole responsibility of special educators. With a limited number of staff development days, training for inclusive education often becomes a last priority rather than an intrinsic part of quality education for all students. It is ironic that training is continually called for by general educators concerned about inclusion and yet workshops on this topic have to fight for a spot on the staff development calendar.

In practice, inclusive education is about how we organize the resources we have at the site level to benefit students. In our view, categorical service delivery has fragmented education, and has created an inefficient and ineffective system for meeting the needs of students. As schools restructure, it is critical that educators and families move away from categorical labels and focus instead on meeting individual student needs. Inclusive education service delivery models proposed here are one step in this direction.

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IEP LOG RECORD

Name________________________________ Year________________

Objective:

Date	Comments

Brooks: Glick: Neary. 1994

ANECDOTAL RECORDS

Name________________________________

Date	Subject	Comments

DAILY COMMUNICATION LOG

me ____________________

ate	Comments

Brook lick; Neary, 1994

Individual Transition Plan

Student:______________________________

Student birthdate:________________________

Team members:____________________________________

____

Date plan developed:______________________

Current school:__________________________

Future school:___________________________

Transition step	Action(s)/Decision(s)	Person responsible	Date initiated	Date comp.

Adapted from UEID/U of U/NT 2/92

APPENDIX I

Inclusive education guidelines

PEERS II

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Inclusive Education/Supported Education

The following characteristics are indicators of fully inclusive programs for students with disabilities. They are meant as guidelines in planning for inclusion and also as a means for maintaining the integrity of the term, Inclusive or Supported Education.

1. Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools or schools of choice when these options exist for students without disabilities.

2. Students move with peers to subsequent grades in school.

3. No special class exists except as a place for enrichment activities for all students.

4. Disability type or severity of disability does not preclude involvement in full inclusion programs.

5. The special education and general education teachers collaborate to ensure:
    a. the student's natural participation as a regular member of the class
    b. the systematic instruction of the student's IEP objectives
    c. the adaptation of core curriculum and/or materials to facilitate student participation and learning.

6. Effective instructional strategies (eg. cooperative learning, activity-based instruction, whole language) are supported and encouraged in the general education classroom. Classrooms promote student responsibility for learning through strategies such as student-led conferences, and student involvement in IEPs and planning meetings.

7. The staff to student ratio for an itinerant special education teacher is equivalent to the special class ratio and aide support is at least the level it would be in a special class.

8. Supplemental instructional services (eg. communication, mobility, adapted P.E.) are provided to students in classrooms and community settings through a transdisciplinary team approach.

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9. Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents and related-service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.

10. There is always a certificated employee (special education teacher, resource specialist or other) assigned to supervise and assist any classified staff (eg. paraprofessional) working with specific students in general education classrooms.

11. Special education students who are fully included are considered a part of the total class count for class size purposes. In other words, even when a student is not counted for general education ADA, s/he is not an "extra" student above the contractual class size.

12. General ability awareness is provided to staff, students and parents at the school site through formal or informal means, on an individualized basis. This is most effective when ability awareness is incorporated within general education curriculum.

13. Plans exist for transition of students to next classes and schools of attendance in inclusive situations.

14. Districts and SELPAs obtain any necessary waivers of the Education Code to implement supported education.

15. Supported education efforts are coordinated with school restructuring at the district and site level and a clear commitment to an inclusive option is demonstrated by the Board of Education and Superintendent.

16. Adequate training/staff development is provided for all involved.

In summary, all students are members of the general education classroom, with some students requiring varying levels of support from special education. Hence the term "Supported Education". This term, though synonymous with "Full Inclusion", is explicit in acknowledging the importance of providing support services within the regular classroom, when necessary, to ensure a quality educational program.

PEERS 1994
With appreciation to Dr. Wayne Sailor, "Special Education in the Restructured School" Remedial and Special Education, *12, 6* (1991).

APPENDIX J

Perceptions of achievement scale

Perceptions of Achievement Scale (POA)

(Halvorsen, Neary and Hunt, 1994)

This was the second protocol developed for use in the study. The investigators were committed to obtaining outcome data in order to put the subject of cost within a meaningful context. The unit of data which is the focus of this instrument is the IEP objective. Investigators randomly select six objectives for each student for review by a group of three key IEP team members: special education teacher, parent, and general education teacher, who were asked to reach a consensus on each of the questions for each objective. Table 2 contains a sample data recording sheet for the POA.

Table 2

Objectives

Objective # ____________________ Domain/Curricular Area: ____________

____

____

____

A. What is the level of the student's progress on this objective?

1 No Progress	2 Some Progress	3 Good Progress	4 Completed

B. If Completed:

1. Does student initiate this:

   Yes _____ No _____

2. Is this skill generalized

• Across activities?	Yes	_____	No	_____
• Across people?	Yes	_____	No	_____
• Across materials?	Yes	_____	No	_____
• Across settings	Yes	_____	No	_____
• Across related responses/behaviors?	Yes	_____	No	_____

C. If Checked 2 (some progress) or 3 (good progress):

1. Does student initiate this task/skill/activity:

   Yes _____ No _____

2. Does student demonstrate consistency in performance level on this objective? (e.g., same level of assistance needed across people)

   Yes _____ No _____

APPENDIX K

Inclusion Cost Analysis (INCAS)

ANN

INCLUSION COST ANALYSIS SCALE (INCAS)

Draft

By
Francesca Piuma, Ph.D.

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Developed for
California Outreach Project for Inclusion
California Department of Education

INSTRUMENTATION

Inclusion Cost Analysis Scale (INCAS)

A thorough search of the extant literature in 1992-1993 indicated that no specific instrument had been developed to facilitate data collection of actual cost ingredients in inclusive and integrated settings (Piuma, 1993). The few studies in existence have utilized recorded tuition costs (e.g., Salisbury and Chambers, 1994) rather than actual resource costs required to support included students in contrast to resources required within other approaches or placements. Piuma (1993) identified the need for a resource cost approach, that is, one which requires identifying actual instructional and planning time provided by teachers, paraprofessionals, therapists, and volunteers; determining hourly average salaries and calculating the real costs of all personnel involved. It's interesting to note that some analyses have not utilized average salary rates in these comparisons, and thus have "penalized" settings with more experienced teachers (Roahrig, 1994). A strategy to assess discrete transportation costs, supplies, equipment, space and its maintenance was also required. Piuma (1994) noted in her position paper on the subject that although several recent studies had measured actual resource use (cost) of students attending a variety of special education programs, these studies either did not focus on inclusive service delivery and a comparison of costs with non-inclusive programs (cf. Kakalik, Furry, Thomas and Carney, 1981; Lewis, Bruininks and Thurlow, 1988) or did not compare services for the population of students with severe disabilities. Previous studies had also not examined costs in conjunction with investigation of the outcomes of specific programs for students. Finally, Piuma noted these studies had not looked at the cross-over of shared costs between general and special education (1993).

An instrument or protocol to address each of these issues was required. After extensive discussion with project staff, Piuma developed the Inclusion Cost Analysis Scale (INCAS) for pilot use in this investigation (Piuma, 1994). Table 1 presents a summary sheet of the types of INCAS data collected for each student in the current study, and excerpts from the instrument's description follow.

INCAS Description:

The goal of INCAS is to identify three units of measurement that significantly impact on LEA and SEA acceptance or rejection of inclusive education. These three units include:

1. Cost/student with severe disabilities/year
2. Regular education resources expended/SD student/year
3. SD resources expended/regular education student/year

These data will assess the cost/SD student in each type of inclusive classroom observed, furnish.valuable information describing the contributions made by SD programs to regular education students, and the contributions made by the regular education program to students with severe disabilities.

This prototype makes some assumptions that are noteworthy to mention: Only one student with severe disabilities is integrated into each regular education classroom, all other students are assumed to be typical (regular education), and all curriculum planning for students with severe disabilities and regular education students occurs during the teacher's contracted day. If there is significant variation to these assumptions, adjustments can be made to the subsequent data collection formats and the formula developed to compute cost.

A key rule of thumb should be used when identifying resources and computing their cost: If there is an opportunity to bias the study in favor of inclusion, always take the perspective that biases the study against inclusion. When this situation occurs, take particular care in recording your decision and the details of your calculations.

Please note: The following object categories correspond with the categories identified in the attached CE Worksheet. Place the resource cost information that you collect on the CE Worksheet. If you have any concerns or questions please note and describe them according to the category number on the worksheet and notify your project contact person or Francesca Piuma about your concerns.

Much of the cost analysis format is based on school staff perceptions of their time as it relates to educating special/regular education students. Due to the subjectivity of their answers, there is potential for considerable noise in the data collected. This noise can be minimized and the data made more reliable through triangulation procedures that might include:

> *Provide a copy of resource questions to all the appropriate personnel and review the questions with them at least one week before they document their estimates on the worksheet. A few guidelines maybe necessary to assist school personnel in clarifying time.*
>
> *Project staff should observe the time of the selected personnel spent in the classroom and document their observations.*
>
> *Schedules of appropriate personnel should also be reviewed so as to triangulate teacher recorded time and project personnel observations.*
>
> *If significant disparities exist between the previous sources of i information, project and school personnel should review the disparities and come to a consensus.*

Although the methodology and depth of triangulation will depend on available time and resources, the key to the process is to develop standard reliability practices that can be systematically and consistently applied across all data collection sites.

Cost Object Categories

1. Personnel:

Two personnel data collection formats are necessary to adequately capture the differences in activities between the regular education teacher and special education teaching, support, and ancillary staff. Although the formats may need to be adjusted or customized to the range of service delivery strategies used to educate students with severe disabilities, object categories and collection procedures should be comprehensive enough to capture costs incurred by inclusive and segregated types of programs.

a. Regular Education Teacher Costs:

The first objective of this format is to cost out the time the student with disabilities is participating in general classroom activities that are led by the regular education teacher. Secondly, time in general activities must be adjusted for periods in which the student is out in the community, in a special education classroom etc. Thirdly, any specific time the regular education teacher spends with the student with severe disabilities also needs to be estimated.

These objectives are accomplished by collecting the following data: (also refer to the CE Worksheet: Personnel Regular Education Personnel Costs. Please Note, data will need to be entered only for items with an asterisk. The rest of the data items section 'a' can be calculated mathematically. Sample data is provided to assist in the description).

- Class size: Total class size, number of typical students and the assumed one student with severe disabilities
- Average Regular Education Teacher Salary for the year that the cost study is being conducted
- Number of work days/year (as cited in teacher contract)
- Number of hours contracted to work/day
- Average number of hours the student with severe disabilities is in the regular education class per day
- Average time/day (minutes) the regular education teacher spends alone with the student with severe disabilities in a specific activity. (If this is 0 minutes that's fine)

b. Special Education Personnel Costs:

Identify instructional, support, therapy, or health related staff who have regular contact with the student with SD in the selected class. Through reviewing district budgets, reviewing class and staff schedules, conducting classroom observations, and interviewing staff collect the following information for the respective personnel categories (Refer to CE Worksheet, sample data ~~is~~ are provided to assist in the description):

- Obtain the average salary for each of the personnel categories (CE Worksheet, Column 2)
- Identify the total % time each of the special education staff are in the selected regular education class (Column 3)
- Identify % time each of the special education staff spend with regular education students (Column 5)
- Each of the special education staff need to identify the number of regular education students they spend this % time (Column 6). If it varies across all regular education students, then put down the total number of regular education students in the class.
- Each of the special education staff need to identify the % time s/he spends with the students with severe disabilities (Column 8). It is assumed there is only one SD student per class in this estimate.

Columns 4,7, and 8 will be calculated automatically once the above items are entered. Summaries of the personnel data are on the CE Worksheet. These summaries are double bordered. They also can be mathematically calculated once data is entered into Columns 2,3,5,6,and 8.

2. **Instructional Supplies:**

Identify the following:

% Reg. Ed. supplies budget spent on Reg. Ed. program
% Reg. Ed. supplies budget spent on Sp. Ed. program
% SD. supplies budget spent on Sp. Ed. program
% SD. supplies budget spent on Reg. Ed. program

3. **Pupil Transportation:**

Average cost to transport Sp. Ed. student to and from school (This question has more to do with home school then full inclusion,unless home school is used as a key component of the inclusion definition.)

4. **Repairs & Replacement of Equipment:**

Did repairs or adaptations to existing equipment need to be made to equipment (in or associated with the Reg. Ed. class) so that Sp. Ed. students could fully participate in classroom activities? If so, what was the cost of these repairs and adaptations? Can you determine if the adapted equipment is also used by regular education students? For example, what percent of the time do special education students use the adapted equipment and what percent of the time do regular education students use the equipment? Make sure the total equals 100%.

5. **Equipment (items that are not consumable):**

Was equipment purchased as a result of inclusion, that is, were equipment purchases made to facilitate the full inclusion of SD students in Reg. Ed. classes? This does not include equipment that would have been bought for a student under any circumstances (that also seems to facilitate inclusion). The current value of equipment will need to be annualized over its expected lifetime to obtain the annual cost of equipment.

6. Improvements To Buildings Or Rooms:
Were improvements to the building or school rooms made specifically to facilitate the inclusion (or physical access) of the S.D. student into those environments that Reg. Ed. classmates learn, play, or "hang-out"?

7. Cost of Space:
Based on the programs being compared, it may be necessary to asses the cost of space. This may include cost of square footage of classroom and/or other rooms used for inclusion activities, as well as maintenance and utilities costs. In many cases, it may be advantageous to assume these costs are "a wash" (the same between programs).

8. Curriculum Development:
Are there curriculum development activities that occur specifically due to inclusion? These costs may come in the form of extended employment, release time and substitute teachers.

9. Staff Development:
Are there costs associated with preparing both Reg. Ed. and S.D. staff for full inclusion within their classroom and school? These costs may come in the form of extended employment, release time and substitute teachers.

10. Other Costs:
Are their other costs that might be unique to the school/district under review?

Data resulting from these cost categories will ultimately be summarized on the CE Summary Form and will be organized into the three previously mentioned units:

1. Cost/student with severe disabilities/year
2. Regular education resources expended/SD student/year
3. SD resources expended/regular education student/year

As the development of this cost analysis instrument proceeds, the CE Worksheet will be linked directly to the CE Summary Form, i.e. changes on the worksheet will automatically appear on the Summary.

In addition to the previously described data, classroom/student data should also be collected that provides a thorough description of the student with severe disabilities as well as her/his classmates. Information may include: age, gender, disability, ethnicity etc. An example of such a form is represented in the attached CE Student Info. sheet.

CE Worksheet

'Name of School'	
'Name of Class'	
'Grade/s'	
'Name/Code Stu. w/SD'	
Total Class Size *	34
# of Regular Education Students *	33
# of SD Students *	1

1. PERSONNEL & SALARY INFORMATION

a. Regular Education Personnel Costs

Object Category	Sample Data
Reg. Ed. Teacher Cost:	
General Information:	
Avg. Salary *	$10,000
# Work Days/Year *	180
Cost/Day for Reg. Ed. Teacher	$55.56
Classrm Hours/Day *	6
Cost/Hr for Reg.Ed. Teacher	$9.26
Cost/Min. for Reg.Ed. Teacher	$0.15
Student (w/SD):	
Avg. # Hrs in Reg.Ed. Class/Day *	4.00
Avg. # Min. in Reg.Ed. Class/Day	240.00
Avg. Time/Day (Minutes) Reg. Ed. Teacher Spends Specifically w/SD Student *	15.00
Avg. Time/Day (Min.) Reg. Ed. Teacher Spends in General Activities w/SD Student	6.62
Extrapolated Data:	
Cost Teacher Specific Time/Day	$2.31
Cost General Time/Day	$1.02
Reg. Ed. Resources used for SD Student/Day	$3.34
Reg. Ed. Resources used for SD Student/Year	$600.49

INCAS: © Piuma 1994

CE Worksheet

1. PERSONNEL & SALARY INFORMATION (Cont.)

b. Special Education Personnel Costs (Full Inclusion)

1	2	3	4	5	6	7	8	9
Object Category	Avg. Salary for Category*	Total % Time in Selected Reg. Ed. Class*	Total SPED Resources Allocated to Select Reg. Ed. Class	% Time w/Reg. Ed. Studnts *	# Reg. Ed. Studnts Receiving % Time*	SPED Resources Used/ Reg. Ed. Student	% Time w/SD Studnt *	SPED Resources Used/SD (Assuming 1 SD Stu.)
Sp. Ed. Teacher (Sample Data)	$10,000	50%	$5,000	25%	10	$125	75%	$3,750
Instruct. Assistants	$5,000	100%	$5,000	25%	10	$125	75%	$3,750
Health Assistants	$5,000	100%	$5,000	25%	10	$125	75%	$3,750
Occupational Therapist	$10,000	10%	$1,000	5%	33	$2	95%	$950
Physical Therapist	$10,000	10%	$1,000	5%	33	$2	95%	$950
Spch/Lang. Specialist	$10,000	10%	$1,000	5%	33	$2	95%	$950
Vision Specialist	$10,000	10%	$1,000	5%	33	$2	95%	$950
Adaptive PE Teacher	$10,000	10%	$1,000	5%	33	$2	95%	$950
Other	'$'	'%'	'$'	'%'		'$'	%	'$'
Total						$383		$16,000
SPED Resources Used/SD Student/ Reg. Class/Yr	$16,000							
SPED Resources Used/SD Student/ Special Class/Yr	$3,500							
Reg. Ed. Resources Used/SD Studnt/Year	$600							
Cost Per SD Student/Year	**$16,600**							
SPED Resources Used/Reg. Ed. Studnt/Yr.	$383							

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1. PERSONNEL & SALARY INFORMATION (Cont.)

c. Special Education Personnel Costs (Special Day Class)

1		10	11	12	13	14	15	16
Object Category		Total % Time in Selected SPED Class*	Total SPED Resources Allocated to Selected SPED Class	% Time w/Other SPED Studnts *	# SPED Studnts Receiving % Time*	SPED Resources Used/ Other SPED Stu.	% Time w/ Targeted SD Studnt*	Total SPED Resources Used/SD Studnt SPED Class
Sp. Ed. Teacher (Sample Data)		50%	$5,000	90%	9	$500	10%	$500
Instruct. Assistants		50%	$2,500	90%	9	$250	10%	$250
Health Assistants		50%	$2,500	90%	9	$250	10%	$250
Occupational Therapist		50%	$5,000	90%	9	$500	10%	$500
Physical Therapist		50%	$5,000	90%	9	$500	10%	$500
Spch/Lang. Specialist		50%	$5,000	90%	9	$500	10%	$500
Vision Specialist		50%	$5,000	90%	9	$500	10%	$500
Adaptive PE Teacher		50%	$5,000	90%	9	$500	10%	$500
Other		'%'	'$'	'%'		'$'	%	'$'
Total						$3,500		$3,500

INCAS: © Piuma 1994

2. INSTRUCTIONAL SUPPLIES

Object Category	Amount or %
Total Reg. Ed. Allocation	'$'
Total SPED Allocation	'$'
% Reg. Ed. to Reg Ed	'%'
% Reg Ed. to SPED	'%'
% SD to SPED	'%'
% SD to Reg. Ed.	'%'
Cost of Supplies Reg. Ed.	'$'
Cost of Supplies SPED	'$'
Total	'$'

3. PUPIL TRANSPORTATON

Object Category	Amount or %
Cost/student, Reg. Ed.	'$'
Cost/student, SPED	'$'
Total	

4. REPAIRS & REPLACEMENT OF EQUIPMENT

Object Category	Amount or %
Total Cost Equip Repairs & Replacmnt	'$'
% Repaired & Replaced by Reg. Ed.	'%'
% Use of Repaired & Replaced by SPED	'%'
Cost to Reg. Ed.	'$'
Cost to SD	'$'
Total	'$'

INCAS: © Piuma 1994

5. EQUIPMENT

Object Category	Amount or %
Total Equipment Allocation	'$'
% Use of Equipment by Reg. Ed	'%'
% Use of Equipment by SPED	'%'
Cost to Reg. Ed.	'$'
Cost to SPED	'$'
Total Equipment Cost	'$'

6. BUILDING & ROOM IMPROVEMENTS

Object Category	Amount or %
Improvmnts Reqsted by Reg. Ed.	'$'
Improvmnts Reqsted by SPED	'$'
Total	'$'

7. SPACE, UTILITIES, & MAINTENANCE

Object Category	Amount or %
Total Space, Util. & Main Costs	'$'
% Use of Bldg. & Rm by Reg. Ed.	'%'
% Use of Bldg. & Rm by SPED	'%'
Cost to Reg. Ed.	'$'
Cost to SPED	'$'
Total	'$'

8. CURRICULUM & DEVELOPMENT

9. STAFF DEVELOPMENT

10. OTHER COSTS

INCAS: © Piuma 1994

CE Summary Form

Object Category	Reg. Ed. Resources/ SD Student/ Year	SPED Resources/ Reg. Ed. Studen/Year	SPED Resources/ SD Students/ Year	Total Cost/ SD Student/ Year
1. Personnel				
Reg. Ed. Teacher				
Sp. Ed. Teacher				
Instruct. Assistants				
Health Assistants				
Occupational Therapist				
Physical Therapist				
Spch/Lang. Specialist				
Vision Specialist				
Adaptive PE Teacher				
Other				
Total Personnel				
2. Instructional Supplies				
3. Transportation				
4. Repairs & Replacement of Equipment				
5. Equipment				
6. Improvements to Buildings and Rooms				
7. Cost of Space				
8. Curriculum & Development				
9. Staff Development				
10. Other Costs				

INCAS: © Piuma 1994

'Name of School'
'Name of Class'
'Grade/s'

INFORMATION ABOUT STUDENT WITH SD

Age
Description of Disability
Ancillary Services Speech/Lang PT/OT Vision Services Hearing Services Other Services

GENERAL CLASSROOM INFORMATION

Category	#	Category	#	Category	#
# of Special Ed. Students		# of Regular Ed. Students		Total # of Students	
% Sp. Ed., Home School		% Reg. Ed., Home School		District SES	
Level of Disability and Number		Ethnic/Cultural Make-up of class		District/School	
-Learning Dis.		-Latina/o		CAP Scores	
-Behavior		-Asian			
-Vision		-Afro Amer.		CTBS Scores	
-Hearing		-Native Amer.			
-Physical		-Pacific Islander		Urban/Suburban/ Rural	
-Cognitive		-Other Non White			
		-Caucasian			
		-Other			

INCAS: © Piuma 1994

Table 1

CE Summary Form

Object Category	Reg. Ed. Resources/ SD Student Year	SPED Resources/ Reg. Ed. Student/Year	SPED Resources/ SD Student/ Year	Total Cost/ SD Student Year
1. Personnel				
Reg. Ed. Teacher				
Sp. Ed. Teacher				
Instruct. Assistants				
Health Assistants				
Occupational Therapist				
Physical Therapist				
Spch/Lang. Specialist				
Vision Specialist				
Adaptive PE Teacher				
Other				
Total Personnel				
2. Instructional Supplies				
3. Transportation				
4. Repairs and Replacement of Equipment				
5. Equipment				
6. Improvements to Buildings and Rooms				
7. Cost of Space				
8. Curriculum and Development				
9. Staff Development				
10. Other Costs				

INCAS: © Piuma 1994

APPENDIX L

Friendship interviews

PEERS II

California Outreach Project for Inclusion

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Steve Johnson Administrator
Statewide Programs Unit
California Department of Education
P O Box 944272
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(916) 657-3256

February 20, 1995

Dear ______________________,

PEERS OUTREACH, a federally funded project of the State Department of Education, has been assisting your district with the process of including students with disabilities into general education classes. As a part of this, we are interested in learning more about students' friendships with students who have disabilities, and vice versa. We would like to interview your child about their friendship with __________________,who is a classmate. The interview will be about 20 minutes to a half hour and would be scheduled either at lunch time, free time at school, or right after school if convenient. You are welcome to be present at the interview, which will be conducted by a PEERS staff person.

If you are willing to have your child participate in this interview, please sign the tear-off below and send back in the enclosed envelope by _________. We will send you the questions in advance of your child's interview for your review. Thank you for your consideration!

Sincerely,

Ann T. Halvorsen
PEERS OUTREACH Coordinator
415/338-7849 (Voice-Mail)
510/881-3087 (CSU, Hayward)

Tom Neary
PEERS OUTREACH COORDINATOR
CSU, Sacramento - Special Project Officer
916/641-0465 x277

(Tear off and return)

- -

PARENT PERMISSION SLIP

I ____ give my permission for
(Please Print Name)

____________________________ to be interviewed by a PEERS OUTREACH
(Please Print Name)

staff person about his/her friendship with ________________________________.

I would / would not (circle one) like to be present at the interview.

Signature: __________________________________ Date: ______________

Phone # ____________________.

BEST COPY AVAILABLE

PEERS II

California Outreach Project for Inclusion

PROJECT DIRECTOR

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STUDENT INTERVIEW

Name ____________________ Class __________ Grade __________
Date of Interview ____________________ Interviewer ____________________
School ____________________ Others Present ____________________

1. Who are your friends from school?

2.
   a. Are these kids all in your class?

      Yes ________ No ________
      (List who is of names above)

   b. (If some are not) What/whose class are the others in?

   c. How did you meet?

BEST COPY AVAILABLE

3. What do you like to do with your friends?

4. When do you do (these things)?

5. Do you see/play* with any of your friends after school or on weekends?
Yes _____ No _____ Sometimes _____
(If yes or sometimes:)

   a. Who do you see after school/on weekends?

   b. Where do you go/play* together after school or on weekends?

   c. What do you do there together after school/on weekends?

(Ask #6 only if answer to 5 was no)
6.
   a. Who would you like to see/play* with after school/on weekends?

   b. Would you like to ask _________________________ to come to your house?
   Yes __________ No __________
   Who else would you ask to come over?

   c. What would you like to do/play* with ______________________________

*Depends on age of student

(For all)
7. Do you ever talk on the phone with your friends? Yes _____ No _____
(If yes) Who do you talk with?

(If no) Are there any friends you would like to call on the phone sometimes? What are their names?

8. What do you like to do best with your friends? (What is your favorite thing to do?)

9. If you were having a party, who would you like to have come to your party?

10. What else would you like to tell me about your friends?

PARENT/GUARDIAN

INTERVIEW PROTOCOL

Halvorsen, A. & Neary, T. (1995). Hayward CA:
CSU Hayward, PEERS OUTREACH Project

I. BACKGROUND INFORMATION

Student Name (code)______________________________ D.O.B.__________________
School Name ____
District ____
Grade ______ General Ed Teacher:____
School Years Included at This School: ____________________________________
School Where Previously Included: ___________________ District ______________
Number of Years Included Elsewhere: _________________ Grades: ______________

Siblings' Names 1. ______________________________ Ages ________________
2. ______________________________ ________________
3. ______________________________ ________________
4. ______________________________ ________________

Current Schools Attended by Siblings:
1. ____
2. ____
3. ____
4. ____

In-classroom supports provided to student (e.g. instructional aide time/amount, Sp. Ed. teacher consultation, peer tutors/circle/pit crews, tehcnology, etc.)
1.____
2. ____
3. ____
4. ____

II. INTERVIEW QUESTIONS

1. How many students are there in ______________________'s class?

2. What kinds of social opportunities have you heard about/seen during the school day?

3. Which of these do you think _________________________ enjoys? Who does s/he like to do these with?

    a. Could you tell me about any after-school activities at the school?

    b. Is ______________________________ participating in any of these at this time? Has s/he participated in these in the past?

    c. Does _____________________________ need any additional assistance from adults or other students in these activities? If so, who provides this?

4. What kinds of social activities are going on outside of school with ______________________________'s classmates or other school friends? (overnights, parties, girl/boy scouts, teams, etc.)

5. Could you tell me about who organized these and where they usually take place?

6. Please tell me about how ______________________________ participates in any of these activities with classmates. How do you deal with any additional assistance s/he might need?

7. Tell me about classmates that ___________________________ likes to play or be with.

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8. What kinds of things do they do together at school?

9. Do they get together outside of school? About how often? What do they enjoy doing together and where do they usually do this?

10. Please tell me about the kinds of things that the adults at school have done to facilitate these friendships.

11. Are there additional strategies that staff at school could use to help friendships develop in terms of increasing certain types of activities, changing where students get together socially, facilitating different ways of interacting or other activities?

12. How would you describe friendships for your child and other kids this age?

13. Does ______________________ have other friends with disabilities? If so, how are these friendships the same or different from his friendships with students who do not experience disabilities?

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STUDENTS (PEERS)*
INTERVIEW PROTOCOL

Halvorsen, A. & Neary, T. (1995). Hayward, CA:
CSUH, PEERS OUTREACH Project

Student Name ______________________________
Interviewer ____________________ **Date of Interview** ____________
School ____________________ **School Phone #** ____________
Class/Grade ____________________
Teacher ____________________

1. a) How old are you? ______________________________

   b) How long have you known ______________________________?

2. a) How did you meet ______________________________?

   b) Was this the same way you've met other friends? If not, how was it different?

3. - (ELEM)
   Tell me about the things you do together.

   - (MS/HS)
   Tell me about some of your experiences with ____________. What do you do together?

4. How is your **relationship with ____________________ the same (and different) than your **relationships with other kids?

5. Do you think it's important or valuable for other kids to have the experience of being friends with a kid who has a disability? Why?

NOTE: #6 and 7 for MS/HS only.

6. What have you gotten out of this experience? How has this experience affected the other areas of your life?

7. Are there some aspects of getting to know ____________________ that have been difficult for you? For other kids? Why?

8. Is there anything I should have asked you—anything else about your **relationship with kids who have disabilities that you think is important?

* NOTE: Questions 3-8 taken from Peck, C., Donaldson, J., & Pessoli, M. (1990), Some benefits nonhandicapped adolescents perceive . . . . JASH, 15, (4), 241-249.

** NOTE: Use the term friendship instead of relationship when interviewing K-6 grade students.

GENERAL AND SPECIAL EDUCATION TEACHER

INTERVIEW PROTOCOL

Halvorsen, A. & Neary, T. (1995). Hayward, CA:
CSU Hayward, PEERS OUTREACH Project

1. How many students are there in ______________________'s class?

2. What kinds of social opportunities are there during the school day? When do these occur?

3. Which of these do you think ________________________ enjoys? Who does s/he like to do these with?

    a. Could you tell me about any after-school activities at the school?

    b. Is ____________________________ participating in any of these at this time? Has s/he participated in these in the past?

    c. Does ____________________________ need any additional assistance from adults or other students in these activities? If so, who provides this?

4. What kinds of social activities are going on outside of school with ______________________________'s classmates or other school friends? (overnights, parties, girl/boy scouts, teams, etc.)

5. Do you know who organizes these and where they usually take place? If so, please tell me about this.

6. Please tell me about how ______________________________ participates in any of these activities with classmates.

7. Tell me about classmates that ______________________________ likes to play or be with.

8. What kinds of things do they do together at school?

9. Please tell me about the kinds of things that the adults at school have done to facilitate these friendships.

10. Are there other things that you or other staff would like to do to help friendships develop?

11. How would you describe friendships for this student and other kids this age?

12. As far as you know, does ____________________ have other friends with disabilities? If so, how are these friendships the same or different from his friendships with students who do not experience disabilities?

APPENDIX M

Training module DRAFTS developed with Regional Inclusive Education Task Force

(Ann's Notes 6/95)

Proposed Outline/Content Development
Training Program for Inclusive Education
State Inclusive Education Work Group

Title: Valuing Diversity in California Schools

I. **Awareness level: (#3)** (Region 3 - Bay Area - Halvorsen)

1. Rationale
2. Essential practices for inclusive education
3. Family perspective
4. School level experiences with inclusive education
5. Inclusive education outcomes
6. Vision for school site
7. Structuring learning for diversity in general education classrooms - effective instruction in action
8. Action planning to realize vision at school site level
9. Change process

II. **Implementation Level: Strategies that support heterogeneous education and strategies that support individual student needs (not necessarily in this order)**

1. Developing support networks/including peer roles (#6)
    a. curriculum development by peers
    b. maps and circles strategies
2. Curriculum adaptation process (#8)
3. Strategies for building individualized student programs (#2/6)
    a. matricing
    b. functional assessment
    c. instructional support plans
    d. team planning strategies
4. Instructional or student level planning teams (#2/6)
    a. function and membership/roles
    b. outcomes
    c. logistics
5. Effective meeting and planning strategies for teams (#2/4)

Code:
# = Region developing this area

(Ann's Notes 6/95)

6. Strategies that enhance inclusive education (#8): Diversifying delivery of instruction
    a. restructuring resources and service delivery (awareness level)
    b. multiple intelligences
    c. collaborative consultation
    d. co-teaching
    e. cooperative learning structures
    f. positive behavioral support
7. Transition activities - Region 7
    a. school to school
    b. level (grade) to grade
    c. school to post school
8. Restructuring resources and service delivery and family and community support and services - Region 1
9. Evaluation (Region 3) of program effectiveness
    a. determining expectations - school outcomes
    b. determining student outcomes
    c. how to measure e.g. achievement of objectives, student and staff satisfaction, engaged time, social relationships, cost-benefit analyses, program quality criteria, etc.
    d. Also: training program evaluation of effectiveness - at time of training and later utilization. Need to design measures and process.

Infuse: (at time of development and/or later)
Early childhood - Region 7
Low Incidence - LI group (Maurice)
Rural - Region 1
Secondary - Region 6
Technology - need to identify who
Multicultural/multilinguistic - need to identify who

Regions -

1 - North (Shasta, etc.)	(COE SELPA)
2 - Sacto/No. Central	Tom Neary - California Confederation and Colusa COE
3 - Bay/Coastal	Ann Halvorsen - California Confederation and CSUH
4 - No Valley	Bob Phillips - Area Board
5 - Central Valley	Mary McNeil - Merced UHSD
6 - LA Area	Marquita Grenot-Scheyer, CS Long Beach Lori Eshilian (Whittier)
7 - San Bern/Riverside	Caryl Miller - Riverside SELPA
8 - So/San Diego	Lois Chapell - San Diego City,

Awareness Session
Revised Overall Outline
Bay Area Inclusive Education
Work Group: Region 3
(Third draft with July, 1995 changes)

Generated by: Morgen Alwell, Jacki Anderson, Susan Beckstead, Alycia Chu, Lori Goetz, Ann Halvorsen, Katie Johnson, Jeffrey Libby, Mark Polit, Lauri Trulzi, and Julie Weissman.

I. Awareness Level Session: Inclusive education and restructuring. One full day of training; schedule shown below.

A. Objectives

Participants will be able to:

1. Describe the context of inclusive education within special education's history and current general education reform.

2. Articulate the rationale for inclusive education.

3. Define essential components of inclusive education.

4. Identify positive outcomes of inclusive education for all students, their families and staff.

5. Understand that special education is not a place, but is supports and services brought to students.

6. Reflect on their own perceptions of inclusive schools and practices.

7. Begin developing personal and/or team action plans based on their vision for education and a needs assessment process.

B. Agenda: Schedule for 1-day session

8:00 - 8:30	Coffee and opening activity (directions in packets)
8:30 - 8:40	Opening: Review of day Agenda and objectives, etc. (10 minutes)
8:40 - 8:50	Charting activity: 2 minute beeper to move - what is inclusion and various components e.g., "What does in-class support mean to you?" "What is curricular adaptation?" "Whose job is it?", etc. (10 minutes)

8:50 - 9:10	Family perspective (20 minutes)
9:10 - 9:30	History of progressive inclusion (see previous notes from 3/16/95 also). (20 minutes)
9:30 - 10:15	School team panel. (45 minutes)
10:15 - 10:30	Question and Answer period with panel. (15 minutes)
10:30 - 10:40	Stretch break and record on charts (10 minutes)
10:40 - 11:00	Definition - Essential Practices. Use charts to debrief. (20 minutes)
11:00 - 11:15	Debrief (15 min.)
11:15 - 11:45	Research on outcomes: jigsaw activity. (30 minutes)
11:45 - 1:15	Lunch (90 min.)
1:15 - 1:45	Refining our schools' visions: Multiple visions activity 1:00 - 1:10 Personal vision; sentence strips (10 minutes) 1:10 - 1:20 Share across roles or teams (depending on group make-up) (10 minutes) 1:20 - 1:30 Combine into paragraph and post (10 minutes)
1:45 - 3:05	Instructional strategies for diverse classrooms (OR Restructuring Resources?) 1:30 Presentation. (30 minutes) 2:00 - 2:15 Activity Phase 1 in groups. (15 minutes) 2:15 - 2:25 Report out. (10 minutes) 2:25 - 2:40 Phase 2 adaptation. (15 minutes) 2:40 - 2:50 Debrief. (10 minutes)
3:05 - 3:15	Break (10 minutes)
3:15 - 4:15	Change Process Activities (60 minutes)
4:15 - 4:45	Needs assessment and action planning (see content outlines; need to choose which activities or present an array of choices depending on group). May be personal action plans as well as teams at this level. (30 minutes)
4:45 - 5:00	Closing and evaluations (15 minutes)

Key * = training outline has been completed as of July, 1995)

C. Content Outline and sequence:

1. Rationale and History Section

(8:00 coffee and opening activity - self directed - see 5/16 min. attached)

8:30 - 8:40 a. Introductions, Agenda, Objectives (see I.A., page 1) and direct to charting activity

*8:40 - 8:50 b. Charting Activity: What is it? Participants move around to charts in room jotting key ideas/thoughts under various questions i.e., "What is inclusive education?" "What does in-class support for included students mean to you?" "Who is responsible to adapt curriculum?" "What is the general education teacher's role?", etc. Another opportunity is provided for this as information is being received so that people can keep revising/adding to these which are debriefed below.

*8:50 - 9:10 c. Family perspective - rationale. Could have parent/guardians, sibling, student. Brief here and more within panel, but it's felt that this perspective really brings it home to participants. Consider having parent of elementary if team is secondary and vice versa.

* 9:10 - 9:30 d. History of progressive inclusion - Overview with slides. May want to use institutional slides and Regular Lives short piece for contrast here. Could have additional Activity: Provide participants with descriptions/scenarios of various special education models of past and present, and ask: Which one would you choose for your child?

*9:30 - 10:15 e. School Team Panel on inclusive education in their school. Cover origin, initial fears, strategies of support, what helped change their minds, how students participate, how needs are met, how relationships have developed with peers, benefits for all students/staff, effect on their instruction, problem/solving and how issues were resolved, as well as relationship of this reform effort to their overall school reform plans and implementation (e.g. if multi-grading, restructuring teams, doing Healthy Start, doing Dev. Approp. practice, etc.)

*10:15 - 10:30 Discussion with team

10:30 - 10:35 Stretch break and

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•10:35 - 10:40 Record again for charting activity

•10:40 - 11:00 f. Essential practices for inclusive schools - Participants have listed their definitions on charts. Assign charts to groups for 10 minute review and select three most important or "best" practice definitions. Debrief as large group using PEERS guidelines (1994).

11:00 - 11:15 Debrief charting on essential practices

11:15 - 11:45 g. Research on Outcomes: jigsaw activity

Participants in each jigsaw group read a summary of a study addressing, e.g. outcomes for kids with disabilities (across categories), outcomes for nondisabled students, etc. After individuals read and discuss study, each group presents their study to the whole. (6-8 groups?)

11:45 - 1:15 Lunch (90 minutes)

2. Bringing It Home to Our Schools

1:15 - 1:45 a. Multiple Visions Activity: From own role or perspective, what do I believe about education for all students? Each participant looks at this from the level where they have an impact, e.g. What would it look like for my child? (parent) What would it look like in my classroom? (teacher) What would it look like in our school? (principal) What would it look like in our community? (Board member, district administrator) Make paragraph of sentences together with your team (school) or if not here as teams, have people group across roles to share and generate one vision incorporating all.

1:45 - 3:05 b. Instructional Strategies for Diverse Classrooms

Note: We need to keep making this tie-in to best practices for all students. Emphasize the classroom level – bilingual students, ESL, sheltered English, Chapter 1, and all categories of disability.

1:45 - 2:15 Presentation of essential instructional practices for all students with living, classroom - referenced examples (e.g. as done by Dr. Jodi Servatius in PEERS OUTREACH Phase 1 Institutes). This activity outline is in progress, targeted for September, 1995 completion by Jodi.

2:15 - 2:30 Activity Phase 1: Participants analyze a classroom schedule (provided to them) in groups, in terms of these best practices and make recommendations for changes. Large group debriefing follows. Schedules provided for both elementary and secondary levels. (Activity write-up is in progress.)

2:30 - 2:40 Debrief

2:40 - 2:55 Second Phase of Activity: Present participants with a variety of student descriptions (learning style, interests, needs. Include students with disabilities, bilingual students, "at-risk", etc.). Participants examine revised schedule and brainstorm additional strategies and/or adaptations they would employ. See PEERS OUTREACH Institute materials (1994) and add secondary level schedules and student descriptions (e.g., from PEERS cooperative learning activity - Neary & Jubala). (Activity write-up is in progress.)

2:55 - 3:05 Debrief

OR

1:45 - 2:55 Restructuring resources activity to meet school's vision. Activity involves presenting groups/teams with information about a school, its demographics, personnel and other resources, and student needs. Tells how it's now organized and gives group free rein to restructure it as they wish given parameters of personnel, etc. (Use SAFAK materials on this and revise. Need to develop secondary materials since SAFAK were just elementary) forms/charts for activity so people can easily write in their ideas. (See sample materials for activity by Whittier from Peers Institute, 1995.)

and/or

Game: (SAFAK game or adaptation) journey to inclusive education. Teams/groups play. Get to move forward/back based on their responses to questions on cards.

(if strategies, break 3:05 - 3:15)
(if restructuring, break 2:55 - 3:05)

* 3:15 - 4:15 2 c. The Change Process (Draft of activity developed July 25, 1995 is being worked on by Ann.)

1. Close this first/awareness session with activities around change issues if at all possible time-wise. Again look at some of SAFAK's material adapted from HORD, et al. (1987) Concerns - Based Adaption Model for this: People assess themselves for where they are in their response to this change toward inclusive schools. e.g. are you at awareness level of concerns (what is it?) or personal level (What will this do to my job? How much work is it?) or management (How can I do this?) or others. Then do role plays in groups around how information is best provided when it's geared to the level of the person's concern. Groups/teams read concern expressed by a particular role and brainstorm responses or activities. Then they look at their initial action plans and brainstorm activities they could do when they return to their schools.

* 4:15 - 4:45 2 d. Needs assessment process
Comparing visions to what we have.
Potential activities: Action Planning (Draft in progress by Ann, based on July 25, 1995 meeting.)
Provide teams/participants with a needs assessment (e.g. PEERS Implementation Site Criteria, or Meyer & Eichingers PQI or other such as CRI Restructuring Needs Assessment) and have them evaluate their school in terms of these components and compare it to their vision. Set initial goals to begin to move toward their vision. Prioritize goals, look at resources, strategies, etc.

If not in teams, go through this process across roles or in role-alikes, and develop personal action plans (e.g. meet with this person, read this article, get Plain Talk tape and show at faculty meeting, etc.) Provide teams/individuals with sample goals/objectives.

or - possible alternative:

2. Plungers, etc. - What kind of change agent are you? Activity to be based on Minnesota material. Jeffrey Libby will provide our group with this material at next meeting.

4:45 - 5:00 Evaluations and closing.

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Region 3

AWARENESS LEVEL SESSION
BAY AREA GROUP

Suggested Opening Activities
(During Coffee - 8:00 to 8:30 AM)

1. **Bingo** - a la SAFAK trainings. Each person has a sheet of squares with writing in them. Various squares describe attributes and participants must find people to match these and get their initials. Participants who have "bingo" first get a prize. e.g.

Doesn't own Microwave	Had another career before education	Loves Meetings	Liked Forrest Gump

2. **Badges - four corners** - (from SERN-TRCCI) Participants have to write something in each of four corners of their name badge unrelated to work e.g.

Summer Plans | *Favorite Movie*

Judy

Favorite Extra-curricular pasttime
Most Read Book

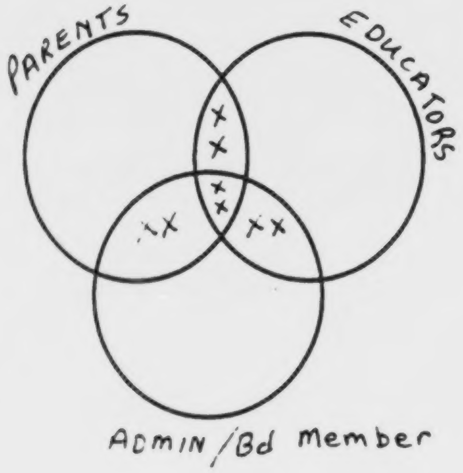
and then move around and get acquainted with others.

3. **Alphabet - name value** - Numbers are assigned to letters and each person figures out "value" of their name. Then has to find 3 people with the same "value." Prize to group with the most people with "common values."

4. **Line up** - based on where you were born (east to west).

Halvorsen, A (1995)

6. **Who are we?** Ven diagram. Ask people to fill in their place. (could do as part of first charting activity too) e.g.


PARENTS
EDUCATORS
ADMIN / Bd member

Bay Area Regional Group 3
May and June, 1995

DRAFT #2
Awareness Level Session

Activity One: Charting

Time: 10 Minutes (8:40 - 8:50 - See Agenda)

Materials and Equipment needed:

Chart paper
Masking tape (or thumbtack, push pins)
Thick tipped marker pens in a variety of colors
Plastic cups (to tape on wall by chart; hold markers)
Beeper or timer with buzzer
Black markers will be needed for later segments of this activity (10:30), at which point colored ones will be removed.

Directions to trainer:

a. Overall Instructions: The purposes of this activity are several: 1.) to encourage interaction among participants, 2.) to provide participants with an opportunity to state their beliefs about inclusive education, 3.) to give you a better idea of the level and quality of understanding about inclusive education, and 4.) to provide participants with an opportunity to reevaluate/revise their understanding of inclusive education.

At the end of the agenda and objectives overview (8:30 - 8:40, 10 minutes) trainers will introduce the charting activity to participants and explain its operation. (See below.) The trainer will have a beeper/timer and set it to go off every 2 minutes so that participants move to five different charts during the 10 minute period. At least one of the trainers should circulate and read responses during and right after this activity, combine any graphed information onto one chart, collect the colored markers at the end (8:50) and replace them with black markers.

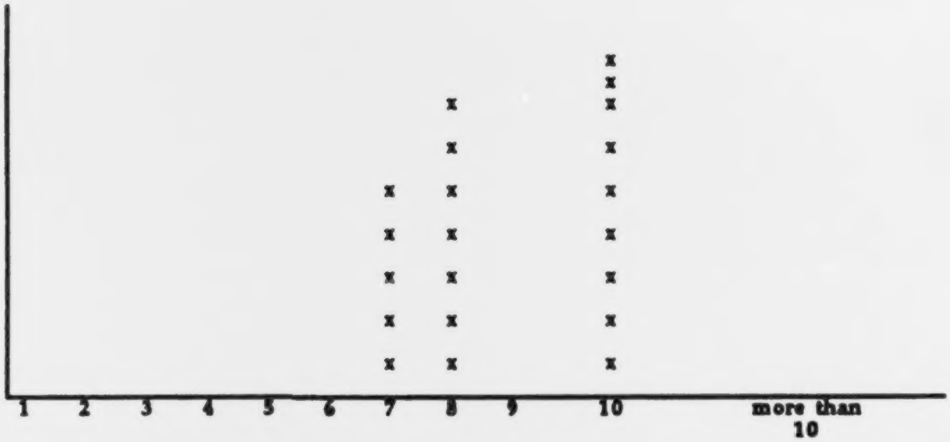
b. Put a color border on charts and provide matching marker for first round. Have 3 charts for each question with the same color and same heading grouped next to each other on wall so that a lot of people can be writing at once on each issue/practice, for a total of 6 - 8 different questions about practices.

c. Select the questions for this training from the suggested list below. Select based on who your audience is (roles) how large a group it is, how diverse. Some may be questions you would rather chart and use in later sessions with implementation teams. You might ask local people to help you select the ones to be charted and to make the charts.

d. Suggested questions to be the chart headings:

- What is inclusive education?
- What does in-class support mean to you?
- How is curriculum adapted for included students?
- What is a diverse classroom? What are the benefits of diverse classrooms?
- What is the role of the principal in inclusive schools?
- What are some first steps people need to do to make inclusion happen?
- What does good collaboration look like?*
- What are some examples of curriculum adaptation?
- How is grading done for included students?
- What are the benefits of full inclusion?
- What kinds of peer relationships will result from kids being included?
- How do teams plan together for included students?
- Who is on a student's planning team?*
- When does collaborative planning occur?
- What is the typical case load for an inclusion support teacher?*

Note: A graphic depiction could be used for asterisked questions.(*) For example under the typical caseload for a support teacher, you could have a graph for participants to fill in their idea about the number, e.g. fill in bar graph on chart.



Collaborative planning could be depicted literally by sketches or by ven diagrams made by participants, as could the question on membership on the planning team.

Suggested script:

As a first step in meeting the objectives we've just reviewed, I would like to ask you to turn your attention to the charts you see posted around the walls. There are several questions about inclusive education practices on these charts, and this is an opportunity for you to express your opinion or understanding of each question. There are three charts for each question to give space for several people to write at once. Some of the charts ask for graphic or pictorial responses, so feel free to be creative! After 2 minutes I will sound a beeper as a change signal. Please move to another chart at that sound.

We'll be adding to and "debriefing" our charts later this morning. OK - let's go!

Bay Area Regional Group 3
May and June, 1995

DRAFT #2
Awareness Level Session

Activity Two: Family Perspective

Time: 20 Minutes (8:50 - 9:10)

Materials and Equipment needed:

- Ask parent what audio-visual or other material they may need. Since this is a short segment, they may only want to use an overhead projector or a few slides to illustrate key points.
- Suggestions sheet for parent/family member presenting.

Directions to trainer:

We hope that your training team includes a parent of an included student who may do this segment. If not, the state training network should have a list of consultants who are potential trainers/presenters so that you can contact someone in the region and discuss the training with you in advance. If your group of participants represents both elementary and secondary, (and/or pre-school) you may want to consider having the Families Perspective segment presented by a different age group from the team panel. Finally, consider having this segment presented by a teenage sibling or a student who has been included, where appropriate.

The overall purpose of this segment is to bring home the rationale for inclusive education in a personal, immediate way that will describe the impact of inclusion on the student and his or her family, from as basic an impact as having all the children in one family attending the same elementary school, to what it is like for the student to now be one of a group of 30, etc. If the student first attended a special class or segregated setting, it will be important for the family member to discuss the contrast between settings for the student, using specific examples. However, the purpose of this would not be to "trash" special education teachers or to paint a negative picture of a particular district. Rather, the purpose is to focus on the positive outcomes of inclusive education for this student, and what can happen to families and kids as a result of inclusive education.

You may want to introduce the parent/family member with a very brief anecdote or two from your own experience about positive outcomes. Such stories help to build our community and bring the message home to all the parents, sisters, brothers, etc., in the audience.

Bay Area Regional Group 3
May and June, 1995

DRAFT #2
Awareness Level Session

Activity Two: Suggested Script for Trainer

We think that the best way to introduce information about inclusive education is for you to hear a family perspective on why this is important and how it has affected families' and students' lives. There are many stories that can be shared about inclusion, and more unfolding each day. Even before research had documented clear benefits of inclusive education for students with disabilities of all ages, parents and families, as well as students themselves, have inspired our visions of what is possible. (Here tell your own brief story or anecdote about a student you know). I am happy now to introduce __________ (tell who it is if parent, sibling, student, where they are from, etc.) who will share some of their family's experiences with inclusive education. Please welcome ________.

Bay Area Regional Group 3
May and June, 1995

DRAFT #2
Awareness Level Session
Activity Two: Family Perspective - Suggestions for Presentation

- Please speak from your heart about what was important to you in _________'s being included - was it social relationships to begin with? Communication? Having access to academics and shared experiences with non-disabled peers of the same age in these classes?

- You might want to tell about things that happen outside of school, or any other developments that have been exciting to you. Here are some examples that other students and families have talked about. We are providing these simply as examples, and we know that each student's experience will be different.

  Outside of school: birthday party invitations, phone calls to and from, sleep-overs, inclusion in neighborhood Park and Recreation activities, or community YMCA, Teen Club, etc.

  In school: clubs joined, circles or networks of peer support, IEP goal gains in academic and basic skill areas.

- Consider talking about specific relationships that have developed between ________ and others, and the benefits you perceive for both of them.

- Talk about the specific impact on you and your family. You may wish to talk about how you feel more a part of the school community and why. If you are comfortable doing so, you may want to close with what you hope for the future for _______ and how you see him or her in high school and beyond as a result of being included now.

DRAFT #1

(AWARENESS LEVEL SESSION)

ACTIVITY THREE: HISTORY OF INCLUSIVE EDUCATION

TIME: 20 MINUTES (9:10 - 9:30)

MATERIALS & EQUIPMENT NEEDED:

1. Overhead projector and screen
2. VHS playback unit
3. Part I The Vision from With a Little Help From My Friends (Judith Snow) and transcript (5 minute excerpt)
4. Overhead transparencies:
    - Kunc, N. (1992) Responses to Diversity
    - Progressive Inclusion/Overlapping Phases (Sailor et al., '89)
    - Types of mainstreaming (Biklen, 1985)
    - Quote from Sailor & Guess (1983)
    - Special Education is Not a Place (PEAK Parent Center 1989)

Directions to Trainer/Suggested Script Ideas

1. Show excerpt from A Little Help . . . where Judith Snow discusses history of society's interaction with and treatment of individuals with disabilities.

2. Bring in Norman Kunc's characterization of past responses to diversity, in particular to disability and go through each point providing a brief

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example for emphasis. Note that Kunc's description is corroborated by our own history in special education. Assure participants that inclusive education is not a fad, nor is it something that has "dropped from the sky," but rather, that it has evolved as special education and our schools' and communities' response to diversity and disability has evolved. Point out also that inclusive education operationalizes the component of the Individuals With Disabilities Education Act (IDEA) first enacted in 1975, to provide students' education in the "least restrictive environment," with the general education classroom being the first setting of choice. Only after this has been considered, with all necessary supports and services, and if it were found by the team to be inappropriate to meet a student's primary needs should another setting be considered. Ask (rhetorically) "But is this what we've done? No. Let's look at our history:"

3. Show Progressive Inclusion overhead. Mention the fact that the only phase which is entirely gone is #1, (no schools) and that at that point in our history, all we really had were state institutions where we sent people to "be protected from us," when in reality society's purpose was to "protect" us from "them." Talk about phases in terms of the overlap among them, the fact that families and advocates led the field in each forward move, etc. Explain terms like "age-inappropriate" using your own real-life examples (e.g. high school aged kids whose special class was put in a K-3 school with tiny water fountains and where the kids' size alone intimidated the non-disabled students).

4. At/around #4, consider switching to the Sailor & Guess (1983) quotation on overhead. Validate the comparison with racial integration and the litigative/legislative history of civil rights on which the rights of individuals with disabilities have been built. Point out the irony that at the same time that we have needed to bus nondisabled students in order to ensure ethnic diversity in our schools, we have been bussing kids with disabilities away from their home schools and neighborhoods, and then wondering at their lack of friends, etc. Continue brief overview of phases of Progressive Inclusion, pointing out that we have built toward inclusive education. We would not even be talking about it if it were not for success with integration of students. However, that integration or mainstreaming, has carried several inherent problems.

5. Summarize these problems using Biklen's (1985) Types of Mainstreaming [published in Achieving the Complete School, New York: TC Press] where he highlighted the pitfalls of our past and current structures for mainstreaming. Give own examples of dual system (e.g. county-district) problems in ownership. Discuss "island" situations you have witnessed or experienced. Remind audience that mainstreaming has meant the student is a visitor to that classroom, not a member of the class. (Refer to Schnorr, R. (1992). "Peter - He Comes and Goes" article, JASH). Ask participant if the "teacher deals" type sounds familiar. Point out that this is where most mainstreaming and integration have been for many years, thus making the amount of time a student was with her peers totally dependent on personalities and good will. Emphasize the unacceptable nature of this. Read the "unconditional mainstreaming" description.

6. Close with Special Education is Not a Place - - It Is Supports and Services...... etc. Note that it was never intended to be a separate place, and we are now getting back to its first purpose, to support, educate, and facilitate students' learning. Where that occurs is the decision of each IEP team, which must consider general education class placement with identified supports as the first option, and therefore, we need to provide that option in our schools and communities.

RESPONSES TO DIVERSITY

NORMAN KUNC (1992)

MARGINALIZATION

Segregate, Remove, Avoid, Exclude

TOLERANCE

Benevolence, Resignation

REFORM

Rehabilitate, Assimilate, Minimize Differences
(OK to be with us but have to be like us first)

CELEBRATION OF DIVERSITY

Valuing Diversity as Normal, Recognition of Equal Worth, Mutual Benefit

"The process toward integration has followed a well-worn path traveled by several generations of people classified as disabled, in nearly the same sequence of graduated steps experienced by several generations of black students. The process seems to have been: identify, categorize, separate, equalize, integrate. The process for blacks was called segregation, for people with disabilities it is called integration."

(Sailor & Guess, 1983)

PROGRESSIVE INCLUSION OVERLAPPING PHASES
(See Brown et al., 1983, JASH; Sailor et al. 1989)

1. NO SCHOOLS (EARLY 1900'S - BEFORE)
2. SEGREGATED PRIVATE SCHOOLS (1940'S - 1950'S)
3. SEGREGATED PUBLIC SCHOOLS (1960 - NOW)
4. REGULAR PUBLIC SCHOOLS; AGE - INAPPROPRIATE SPECIAL CLASSES (1970'S - PRESENT)
5. REGULAR PUBLIC SCHOOLS; AGE - APPROPRIATE CLUSTERED CLASSES (LATE 1970'S - NOW)
6. REGULAR PUBLIC SCHOOLS; NATURAL PROPORTION OF STUDENTS/CLASSES WITH DISABILITIES. INSTRUCTION FOCUSES ON NATURAL ENVIRONMENTS (LATE 1980 's- NOW)
7. HOME SCHOOL PLACEMENT; INCLUSION AND PRIMARY MEMBERSHIP IN GENERAL EDUCATION AGE - APPROPRIATE CLASS(ES); INSTRUCTION IN SCHOOL AND COMMUNITY NATURAL ENVIRONMENTS (NOW)

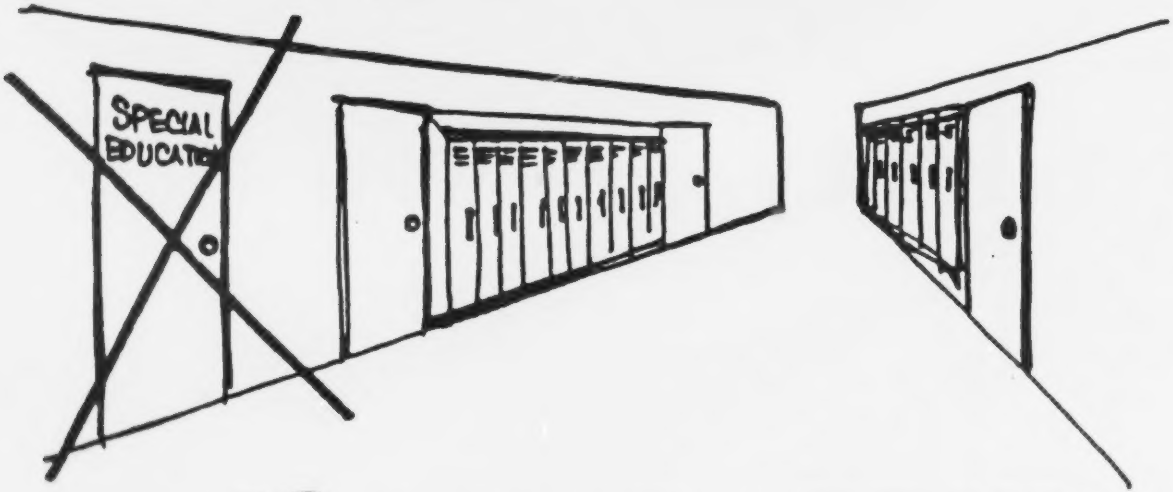
TYPES OF MAINSTREAMING

• Dual System.	Educationally, psychologically and administratively separate.
• Islands in the Mainstream.	Special education programs are located in the regular education building but are perceived as separate from the mainstream of school life
• Teacher Deals.	Administrators and the educational system do not provide support for integration. They recognize it, even speak positively of it, but its life depends upon individual teachers who make it work.
• Unconditional Mainstreaming or Inclusive Education.	Teachers, parents and administrators combine to create a consciously thought out and supported version of integration.

BEST COPY AVAILABLE

From: Biklen, D. (1985) Achieving the Complete School. Strategies for Effective Mainstreaming. NY: Teachers College Press

SPECIAL EDUCATION IS NOT A PLACE



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Bay Area Regional Group 3
May and June, 1995

DRAFT #2
Awareness Level Session

Activity Four: School Team Panel

Time: **1 Hour (9:30 - 10:15 presentation; 10:15 - 10:30 questions and discussion with participants)**

Materials and equipment needed:

- Check with panel on audio/visual needs (slides, overhead projector and screen or VCR unit?)
- Index cards for questions at participants' tables/in packets.
- Table and chairs at front of room for panel; podium if desired for individual speakers.
- Cards with time remaining (to hold up for each presenter).

Directions to trainer:

a. Composition of team: site administrator* (principal or vice principal), general education teacher * (at least one), inclusion support teacher*, paraprofessional where appropriate, parent*, student, related service provider where appropriate, peer.

Asterisked (*) roles are essential. Others are potential additions if available and if realistic for time frame allotted.

b. Recommended speaking order of team members:

1. Principal
2. General education teacher
3. Parent
4. Paraprofessional or Related Service Staff
5. Inclusion Support Teacher

Halvorsen (1995)
et al

Others to be "integrated in" but be sure parent is in the middle, not at the end. This should not be a "hierarchical" order. If the audience is a student body or groups of students, it is very important to have student and peer panelists.

The trainer should be the timekeeper to assure that everyone has adequate time to present.

c. Selection of team for panel presentation:

We expect that trainers will have become knowledgeable about inclusive schools throughout their regions, and may therefore have ready access to a good school team. In addition, we would hope that the CDE would be developing and coordinating a network of inclusive schools that will function as resource centers. Thus, team selection would be made from this network whenever possible. These sites will have demonstrated specific program quality criteria (i.e. Halvorsen & Neary, 1994, Inclusive Implementation Site Criteria*), and will also have received technical assistance/training in presentation skills, workshop organization and the like. In addition to having basic inclusive education best practices in place for at least one year, it is preferred that sites/teams illustrate the following:

- instructional strategies that address diversity such as developmentally appropriate practice (DAP), attention to multiple intelligences in instructional design, cooperative learning structures, etc.
- restructuring of resources at the school level to address the variety of student needs and desired outcomes.
- internal team problem-solving strategies to deal effectively with challenges and new issues as they arise.

After introducing the team and monitoring time during the presentation section, the trainer will facilitate the question and answer period. For large (50+) groups, index cards could be passed out and collected during the final speaker. The trainer/moderator quickly reviews the questions and asks them of the panel. Note: if this is the first session in a sequence of training, some questions can be referred to later sessions in responding to participants. Trainers can collect these and quickly review for any redundancy, etc. One trainer will then serve as facilitator/moderator for questions. If cards are not used, a second trainer could record questions on wall charts or on paper so that "typical questions" lists could be generated for future trainings.

No script is provided for this activity since it is essentially introductions and facilitating. On the following page a pull-out handout "Guidelines for Team Panels" is included for provision to teams at least two weeks prior to the training session.

*Halvorsen, A. & Neary, T. (1994) Implementation Site Criteria for Inclusive Schools. Hayward, CA: PEERS OUTREACH Project, Dept. of Ed. Psych., CSU, Hayward.

Note: Reference section should be attached to each training segment/day. Include relevant documents as well in trainer package.

Bay Area Regional Group 3
May and June, 1995

DRAFT #2
Awareness Level Session
Guidelines for Inclusive School Team Panels

Welcome! And thank you for your important contributions to this training effort. Several "tips" for presenters are listed below:

1. Please plan to limit the formal presentation to 45 minutes total, and divide your panelists' time accordingly. Plan to "practice" individually or as a team to ensure you are able to cover everyone's essential points in this time period. It is important to leave the 15 minutes for questions and discussion, as people really need this interaction time with you.

2. One of the trainers will be the timekeeper and let each panelist know how much time is left at specific intervals by holding up a card (5-3-2-1) with the number of minutes.

3. We recommend a speaking order such as the following:

    1. Principal/site administrator*
    2. General education teacher(s)*
    3. Parent/guardian*
    4. Paraprofessional or related service staff
    5. Inclusion support teacher*

    It is recommended that no more than six people present in this time frame (which would be 7.5 minutes each) or decide among yourselves how to distribute the time for each presenter. Additional presenters to these might be an included student and/or a nondisabled student.

    a. Composition of team: site administrator* (principal or vice principal), general education teacher* (at least one), inclusion support teacher*, paraprofessional where appropriate, parent*, student, related service provider where appropriate, peer.

    Asterisked (*) roles are essential. Others are potential additions if available and if realistic for time frame allotted.

Others to be "integrated in" but be sure parent is in the middle, not at the end. This should not be a "heirarchical" order.

4. Some of the areas that we would like to hear about from you include:

- origins of inclusive education at your school
- initial fears any team members had
- strategies of support
- how needs are met
- logistics of scheduling
- how peer relationships have developed and been facilitated
- benefits for all students/staff/effect of instruction
- problem-solving and issues resolution
- relationship of inclusive education to overall school reform at your site

Bay Area Regional Group 3
June, 1995

Awareness Level Session

Activity Five: Essential Practices

Time:	10:30 - 10:40	Stretch and record further on charts (10 Minutes)
	10:40 - 11:00	Activity (20 Minutes)
	11:00 - 11:15	Debrief (15 Minutes)

Note change from original agenda/schedule. Research jigsaw (Activity 6) will now be 11:15 - 11:45 and will not include trainer summary.

Materials and Equipment needed:

Sets of black pens for break recording.
Sets of colored pens to distribute (1 set per group).
Extra charts for small groups to write on.
Masking Tape.

Directions for activity on overhead transparency. (Two sets if using two rooms for groups larger than 50).
Overhead projector and screen (two if two rooms).
Timer (two if two rooms)

PEERS OUTREACH Inclusive Education Guidelines (Neary and Halvorsen, 1994)
On overhead (Givens and Keys to Success) and handout of guidelines. (Two transparencies if using two rooms).

Directions to Trainers:

1. If the group is larger than 50, there need to be two rooms available for this activity, to allow for workable size groups and productive exchange. Therefore, two sets of overheads and equipment will be required.

2. For the recording activity at break time, participants will have only the black markers available to make additions or revisions to the charts, so that changes are clearly denoted.

3. Collect the charts with graphed responses only, and assign all other charts to groups.

4. After the break and recording period, have participants count off into groups of 4-6 (maximum 6).

5. Explain the overall activity. Put directions up on overhead and leave them there.

6a. Activity with graphic response: (10:40 - 11:00)

Give each group one question (one of the 3 charts with this question, or all 3 of the charts if your group is small) and a set of multi-colored markers. Ask the groups to 1.) review all the responses charted for that question. (5 minutes) 2.) discuss, clarify and interpret responses (5 minutes) and 3.) illustrate the response by designing a graphic/pictorial response or depiction of the response as a group. (10 minutes).

OR

6b. Activity with written response: (10:40 - 11:00)

Same introduction as above. Then ask the group to 1.) review all charted responses for that question (5 minutes), 2.) discuss, clarify and interpret responses (5 minutes), and 3.) write an overall response to the question that represents the group's consensus (10 minutes).

7. Groups hang completed charts on walls around room. Decide whether 6a. or b. will be used depending on your knowledge of the group. 6a. is preferred because it will give participants the opportunity to utilize their different talents and intelligences.

Trainers will combine and summarize the charts where graphic depictions were the original responses (e.g. caseload question) during this group activity.

If trainers have split into two rooms, you will continue the debriefing in the two rooms from 11:00 - 11:15.

Debriefing Activity: (11:00 - 11:15)

At this time the trainer will debrief questions by relating them to the Guidelines for Inclusive Education (Neary and Halvorsen, 1994). The purpose of this activity is to highlight these essential parameters of inclusive education, and then show how these responses on essential practices (e.g. curriculum adaptation, collaboration, etc.) relate to these.

1. Put up the 1st page of Guidelines overhead (Givens). Review each point and point out charts that elaborate on or depict these points. Do the same with the second overhead on Keys to Success.

2. Integrate participants' responses and ask selected groups to explain or describe their response (1 - 2 minutes) as time allows.

Awareness Level Session

Activity Five: Essential Practices

Suggestions for Trainer Script for Debriefing Activity:

You have all been working hard in your groups on responses to these questions regarding best practices for inclusive education. At this time we are going to review guidelines for inclusive education that list its basic parameters. These guidelines were developed by the PEERS OUTREACH project for the State Department of Education and with local districts designing inclusive education options. They were developed and have been revised frequently to be responsive to districts and schools, and to ensure the integrity of the term inclusive education. You have all of these in your handout. We have divided them into Givens that must be in place as inclusive education is implemented, and Keys to Success that schools and districts are working to achieve.

(Go through each point on each of the two overheads. Below is an example of how you might relate a group's response to a particular point).

The first element in Keys to Success is general and special education collaboration. I notice that the group that took on this question "what is collaboration?" has drawn a flow chart that shows collaboration as a multi-person process to meet specific goals, and among those goals are the practices listed here: ensuring meaningful participation...etc. Their graphic clearly depicts the need to have multiple perspectives in order to have collaboration, and also reminds us that collaboration is the means to an end. It is also a difficult process when it is new to many of us, and it is important that we reward ourselves along the way for our own progress in working together.

Awareness Level Session
Activity Five: Overhead

Directions for Group Activity on Essential Practices:

6a. Graphic Response

1. Take a set of multi-colored markers and blank chart paper.
   Take your assigned question chart(s) and review them as a group. (5 minutes)

2. Discuss, clarify and/or interpret responses as a group. (5 minutes)

3. Illustrate the group's consensus on the best practices for this question by designing a graphic representation or drawing a picture of the response. Be as creative as you wish! (10 minutes)

4. Hang your chart on the wall.

6a. Written Response

1. Take a set of multi-colored markers and blank chart paper.
   Take your assigned question on charts and review the responses as a group. (5 minutes)

2. Discuss, clarify and/or interpret responses as a group. (5 minutes)

3. Write an overall response that represents the group's consensus of the best practices related to this question. (10 minutes)

4. Hang your chart on the wall.

BAY AREA REGION 3
INCLUSIVE EDUCATION TASK FORCE
NOVEMBER, 1995

DRAFT #2

ACTIVITY SIX: RESEARCH JIGSAW ON OUTCOMES

AWARENESS LEVEL SESSION

TIME: 11:10 - 11:45 (35 mins)

MATERIALS & EQUIPMENT NEEDED:

- Overhead projector and screen.
- Copies of research articles for all.
- Sets of abstracts of 4 articles for 4 groups (or 2x as many if it's a large group - 2 groups each do same article).
- Cards assigning numbers to people (1-4 or 1-8) to be attached to articles. To facilitate transitions, be sure this reseating occurs on return from break at 10:40 a.m., before Activity Five.
- Note-taking sheets for each person.
- Bibliography of studies.

Directions to Trainer:

The purpose of this activity is to provide participants with an overview of current research on the best practices and outcomes of inclusive education for students with and without disabilities, and for teachers. The activity is structured to accomplish this in an interactive manner utilizing a cooperative grouping strategy, the jigsaw. Home groups for this jigsaw are participants' tables. Expert groups will be the numbered group they are assigned to by cards with numbers, where they read and discuss one particular study. Following expert grouping activity, they will return to their home group where a representative(s) from each expert group report and interpret their study to the home group. Copies of the full studies will be in participants' packets or handed out to all participants at the activity's close.

Schedule

11:10 - 11:15	Introduce jigsaw with overhead of schedule.
11:15 - 11:18	Transition to expert groups.
11:18 - 11:30	Read and discuss abstract in expert group.
11:30 - 11:45	Return to home group. Each expert spends 3 minutes describing study's outcomes to group.

Suggested Script for Trainer

You've heard a lot about what inclusive education looks like and how it's working in schools. We would like to take this opportunity to share some research results with you. We're going to do this through a jigsaw activity, where you'll have a chance to read an article summary or abstract and discuss it with others from different tables, your "expert group" on that study, and then bring back that information to others at your home table. (Show overhead with times; explain it and leave it up.) You will all also receive copies of the full articles as well as a bibliography of other research reports. Let's transition now to our numbered group.

Activity 6
Overhead 1

Research on Outcomes
Jigsaw Activity

11:15	Transition to numbered expert group.
11:18 - 11:30	Read and discuss abstract in expert group.
11:30 - 11:45	Return to home group. Select time-keeper. Take 3 minutes each to review study outcomes.

Pick up bibliography and full article
copies on way to lunch.

Activity 6
Handout

NOTE-TAKING DISCUSSION GUIDE

ARTICLE 1	2	3	4
1. STUDY'S TARGET (WHO)			
2. OUTCOMES INVESTIGATED			
3. RESEARCH FINDINGS			
4. IMPLICATIONS			

BAY AREA REGION 3
INCLUSIVE EDUCATION TASK FORCE
NOVEMBER, 1995

DRAFT #2

ACTIVITY SEVEN: MULTIPLE VISIONS
(BRINGING IT HOME TO OUR SCHOOLS)

AWARENESS LEVEL SESSION

TIME: 1:15 - 1:45 (30 mins)

MATERIALS & EQUIPMENT NEEDED:

- Overhead projector and screen
- Two sentence strips per person
- Extra sentence strips (at least four) for tables
- Markers for each person
- Masking tape for each table
- Schedule of activity on overhead

Directions to Trainer:

Note: Introduce this activity when reviewing agenda at start of day. ("Be thinking about what education should look like from the perspective of your role.") The purpose of this activity is to give participants an opportunity to articulate their personal visions for education from their individual roles or perspectives, a chance to dream. It's important to have a "mix of roles" in each group so that a variety of perspectives is represented. If this not the case, you will want to regroup as people return from lunch by assigning people across roles in advance through a number system: look at the registration list; give, e.g., general ed teachers a #1, parents a #2, related services a #3, special educators a #4, principals a #5, paraprofessionals a #6, etc. People will then have a number on their name tag that reflects the group they will meet with later. Each table will have at least three roles represented.

The activity begins with each individual at the table thinking and responding with a sentence to the questions "What do I believe about education for all students?/What is a quality education and what would it or does it look like from my perspective?" Give an example of how various responses might be generated, e.g.:

"What would it look like for my child?" (parent)
"What would it look like for my classroom?" (teacher)
"What would it look like for our school?" (principal)
"What would it look like for our community?" (superintendent)

and variations of these. Individuals write their statement on a sentence strip. The second phase of the activity is sharing visions across roles or participants in each small group, and then negotiating to reach a consensus on a vision together. Participants then put these up somewhere on the walls of the room, walk around and read those of other groups.

Schedule

1:15 - 1:20 (5)	Introduce activity.
1:20 - 1:25 (5)	Participants write individual vision.
1:25 - 1:35 (10)	Share across roles.
1:35 - 1:45 (10)	Combine into one vision, walk around, read each other's.

BAY AREA REGION 3
INCLUSIVE EDUCATION TASK FORCE
NOVEMBER, 1995

Suggested Script

When we talk about what makes an effective school or classroom, what makes things work for kids, there are many perspectives from which this question can be viewed. We've asked you to get into these diverse role groups at this time to have a chance to hear about other's dreams, and to share your own. Sometimes we need to be given permission to dream, to envision what we really believe education should be, since it is only by doing so that we can begin to think about how we might achieve these things. There are sentence strips on each table. I'd like to ask you first to think and write from your own role or perspective (give example) then share with others in your group, and then develop a combined statement which is characterized by multiple perspectives, or many different visions. So, first (show overhead and go through schedule).

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Activity 7
Vision Overhead 1

Multiple Visions Activity

1:15 - 1:20 (5)	Introduction of activity.
1:20 - 1:25 (5)	Individual visions on sentence strips.
1:25 - 1:35 (10)	Share visions across roles.
1:35 - 1:45 (10)	Reach consensus on combined vision - put up on wall.

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INCLUSIVE EDUCATION TASK FORCE
NOVEMBER, 1995

Activity 7
Vision Overhead 2

Example Questions

What would it look like . . .

Parent: for my child?

Teacher: for my classroom?

Principal: for our school?

Board Member: for our community?

DRAFT

BAY AREA REGIONAL GROUP 3
JULY/AUGUST 1995

(AWARENESS LEVEL SESSION)

ACTIVITY 9: THE CHANGE PROCESS

TIME: 60 MINUTES (3:15 - 4:15 PM)

MATERIALS & EQUIPMENT NEEDED:

1. Paper and pencils for Quick-Write Activity
2. Overhead projector and screen
3. Overhead transparency of Stages of Concern, and handout and charts of stages.
4. Copies of role play scenarios and 2 volunteers to assist in enactment (Brief them beforehand).
5. Labels of stages to be worn by role players.
6. Charts and markers around room
7. Concerns - Based Adaptation Model (CBAM) material (Hord et al, 1987) pp. ________
8. M. Shevin's table "Them" and "Us" on overhead transparency and handout

Directions and Script Suggestions

1. Brief volunteer role players earlier in day.
2. Direct participants to think about and do a 3-minute quick-write of concerns they have or have had in the past about inclusive education.

3. Immediately following the quick-write, enact the role plays with 2 trainers and 2 volunteers. After each role play, in which different stages of concern are represented, and responded to, ask participants if they recognize their own concerns in the role play. As volunteers respond, explain the meaning of each label in the stages model. (awareness, informational, personal, management, consequence, collaboration, refocussing). Point out the variety in participants' concerns, and emphasize that anyone may have any or all of these concerns at a particular time, and that people often reflect different levels of stages of concern, which is fine, and can make for a better change process for all, since we can assist each other with these issues. **(20 minutes)**

4. Move to the overhead or chart of stages of concern and provide some background on the Concerns-Based Adaption Model developed by Hord et al. Do a brief lecturette (5 minutes) about change. Note that we are all experiencing continual societal changes, and as educators we are often at the heart of these changes in terms of economics, diversity of our population, etc. We have the greatest need for flexibility. Inclusive education is just one small area of change, and it is part of our role as educators to assist families and students to deal with these changes in a positive way. For these reasons, it's critical that we spend time addressing peoples' legitimate concerns in our schools, on an ongoing basis, and that we acquire tools that will assist us in doing so. Point out that often our concerns about inclusion have resulted from our own beliefs, misinformation or stereotypes about people with disabilities, which are a direct result of the past isolation or segregation

of people, much as was the case prior to the racial desegregation of our schools. **(10 minutes)** Use the Meyer Shevin "They & Us" overhead to illustrate this point. Show the "us" side first, "they" side next. **(10 minutes)**

5. Direct participants to work with others at their tables (or teams) to label or characterize their concerns in terms of the stages and to brainstorm potential responses, strategies and/or actions which may address these concerns in their home schools and districts **(10 minutes)**. Ask them to select a recorder, reporter, facilitator, timekeeper.

6. Debrief by soliciting from reporters and charting responses. **(10 minutes)**

RESOURCE HANDOUT:

Strategies For Addressing Concerns In The Facilitation Of Change

A first step in change is to know what concerns the individuals have, especially their most intense concerns. The second step is to respond to those concerns. Unfortunately, there is no absolute set of universal prescriptions, but the following suggestions offer examples of interventions that might be useful.

Stage 0 - *Awareness Concerns*

a. Involve all stakeholders in discussions and decisions about inclusive education.

b. Share enough information to arouse interest, but not so much that it overwhelms.

c. Acknowledge that a lack of awareness is expected and reasonable, and that no questions about inclusive education are foolish.

d. Encourage unaware persons to talk with colleagues who know about inclusive education.

e. Take steps to minimize gossip and inaccuracies about inclusive programs.

Stage 1 - *Informational Concerns*

a. Provide clear and accurate information about inclusion.

b. Use a variety of ways to share information - verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.

c. Have persons who have successfully included students in other schools visit with your school. Visits to those schools could also be arranged.

d. Help teachers see how their current practices are related to the inclusive education effort.

e. Be enthusiastic and enhance the visibility of others who are excited.

Stage 2 - *Personal Concerns*

a. Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.

b. Use personal notes and conversations to provide encouragement and reinforce personal adequacy.

c. Connect these individuals with others whose personal concerns have diminished and who will be supportive.

d. Show how inclusive education can be implemented systematically. It is important to establish expectations that are attainable, with specific goals and timelines.

e. Do not push inclusion so much as encourage and support it while maintaining expectations.

Stage 3 - *Management Concerns*

a. Clarify the steps toward and components of an inclusive classroom.

b. Provide answers that address the small specific "how-to" issues that are so often the cause of management concerns.

c. Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.

d. Help teachers sequence specific activities and set timelines for their accomplishments.

e. Attend to the immediate demands of the inclusive effort, not what will be or could be in the future.

Stage 4 - *Consequence Concerns*

a. Provide these individuals with opportunities to visit other settings which are inclusive and to attend conferences on the topic.

b. Don't overlook these individuals. Give them positive feedback and needed support.

c. Find opportunities for these persons to share their skills with others.

d. Share information about the results of inclusive programs for kids, staff, etc.

Stage 5 - *Collaboration Concerns*

a. Provide these individuals with opportunities to develop skills necessary for working collaboratively.
b. Bring together those persons, both within and outside the school, who are interested in collaborating to help inclusive education develop.
c. Help the collaborators establish reasonable expectations and guidelines for the collaborative effort.
d. Use these persons to provide technical assistance to others who need assistance.
e. Encourage the collaborators, but don't attempt to force collaboration on those who are not interested.

Stage 6 - *Refocusing Concerns*

a. Respect and encourage the interest these persons have for finding a better way.
b. Help these individuals channel their ideas and energies in ways that will be productive rather than counterproductive.
c. Encourage these individuals to act on their concerns for program improvement.
d. Help these persons access the resources they may need to refine their ideas and put them into practice.
e. Be aware of and willing to accept the fact that some of these persons may wish to significantly modify the existing ways that inclusive education is accomplished.

Individuals do have concerns about change, and these concerns will have a powerful influence on the development of an inclusive school. It is up to those who lead the change to identify concerns, interpret them, and then act on them.

* Adapted from Hord, S.M., et al. (1987). Taking Charge of Change. ASCD: Alexandria, VA. and from Servatius, J., Fellows, M., & Kelly, D. (1990). San Francisco: SFSU, California Research Institute.

Activity 9

The Change Process in Schools
Assessing Individuals' Stages of Concern

Quick-Write (3 minutes)

One way to learn about individual concerns is to ask each to respond in writing to an open-ended question. For example:

> When you think about our school including students with disabilities into general classrooms, what are you concerned about? (Do not say what you think others are concerned about, but only what concerns you have now.) Please be frank and respond in complete sentences.

[See Newlove, B.W., & Hall, G.E. A Manual for Assessing Open-Ended Statements of Concern About an Innovation. Austin: Research and Development Center for Teacher Education, The University of Texas, 1976.]

Adapted from Servatius, et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

Activity 9

The Change Process in Schools
The Concerns-Based Adaption Model (CBAM)
Stages of Concern About Change

Stage of Concern	Expression of Concern
6. Refocusing	"I can think of some ways we can make our inclusive program even better than it is."
5. Collaboration	"I am concerned about relating what we're doing to include more students with disabilities to what other teachers are doing."
4. Consequence	"How will this inclusive education effort affect the rest of my class?"
3. Management	"I don't know how to organize/manage such a diverse classroom. I have only so much time and energy."
2. Personal	"How will inclusion affect me and my work load?"
1. Informational	"I would like more information about inclusive education and what it means."
0. Awareness	"What are you talking about?"

Adapted from Servatius et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

Activity 9

The Change Process in Schools
The Concerns-Based Adoption Model (CBAM)
Stages of Concern About Change

Stage of Concern	Expression of Concern
6. Refocusing	
5. Collaboration	
4. Consequence	
3. Management	
2. Personal	
1. Informational	
0. Awareness	

Adapted from Servatius et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

Activity 9

The Change Process in Schools
Note-Taking Guide

1. Change is a process, not an event.

2. Change is accomplished by individuals.

3. Change is a highly personal experience.

4. Change involves developmental growth.

5. Change is best described in operational terms.

6. Focus must be on individuals, the change, and the context.

Adapted from Servatius et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

Activity 9

The Change Process in Schools
Implications of Individuals' Stages of Concern for the Leader

1. Be sure to focus on individuals' concerns as well as on the inclusive education plan itself.

2. Be clear that it's all right to have personal concerns.

3. Take time.

4. Recognize that students, teachers, parents and administrators may all have different concerns.

5. Within any one group, there may be a variety of concerns.

Adapted from Servatius et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

Analysis:
Applying What We Know About Stages of Concern

1. Select a recorder, reporter, facilitator, and timekeeper.
2. Discuss your concerns noted during the Quick-Write Activity.
3. Which stages of concern characterize your group?
4. What strategies might be used to address those concerns? (You may wish to refer to the strategies resource list which follows.)

Concern #	Name of the State of Concern

Some Possible Strategies Are:

APPENDIX O

What is inclusion? manuscript

What is "Inclusion"?

Tom Neary, M.A.
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"They told me if I wanted my son fully included, he would have to show he could be in regular class independently. I know he's going to have trouble with all the work in that class, but I want him to be around people his own age who talk and play games and act like kids. Right now he's in his regular class, but he doesn't have anyone helping him. The teacher is trying, but I can see she's frustrated. Isn't he supposed to have some kind of special education help?"

"I really believe in inclusion and I'm trying to make it work as an itinerant teacher, but I have to cover eight schools with ten students. I'm not getting to see them much or their classroom teachers, much less actually work with them, and I have to rely on my instructional assistants. I'm afraid that if we have any serious behavior problems, the response will be to move the student back to special class."

There are a lot of things done in the name of inclusion, and these two vignettes illustrate situations that occur far too often nationwide. Because inclusion is so often misunderstood, it is also mistrusted and confused with putting students with special needs into general education classrooms with no support; mainstreaming students who are "ready" for part of the day; or creating situations in which special education teachers can only be consultants because of the number of students and schools they must cover. These practices operating under the name "inclusion" or "full inclusion" are destined to fail because the necessary supports and planning are not formalized or even addressed.

Our history of services for students with severe disabilities reflects separation and segregation from other students without disabilities. In recent years, through the advocacy of parents and educators, and the successes of students who have been included in general education and community settings, increasing numbers of students are being included as members of general education classes. This change is not without difficulty and probably the primary challenge in change is in attitude. A number of educators and parents inside and outside special education have some difficulty understanding why including students is beneficial, and how students' individual needs will be met. It is incumbent upon those of us supporting this shift to inclusive education to demonstrate to families and staff that not only can students of diverse abilities learn together, but that specific student needs will be met. In doing so we will ensure that the powerful instructional strategies developed over time in special education are utilized in inclusive general education classes. This merger of powerful special education practices with best practices in general education defines *inclusive education*.

INCLUSION VS. MAINSTREAMING

Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools or schools of choice when these options exist for students without disabilities.

The single most identifiable characteristic of inclusive education is membership. Students who happen to have disabilities are seen first as kids who are a natural part of the school site and the age-appropriate general education classroom they attend. This is quite different from the more typical practice of mainstreaming in which students are members of a special classroom and periodically visit the general education classroom for instruction. The distinction is critical and presented in quite a compelling manner in Schnorr's 1990 article about first graders' perspectives on a part-time "mainstream student". Students speaking about belonging referred to the student being mainstreamed as not being in their class, "Sometimes he's in this class and the other time he goes down to his room --his class in room 10" (p. 235 Schnorr, 1990). Similarly, general education teachers receiving a mainstreamed student commonly see this student as belonging to another class and too often, the responsibility of another teacher. The transitions expected of students with special needs in terms of coming in and out of the general education classrooms are taxing. In the recent U.S. Court of Appeals case, Sacramento City USD v. Holland, the district proposed a plan in which the student would transition six times a day, in early primary grades! [14F.3d 1398 (1994)]

"Home schools" are not always the neighborhood school down the street. When a district has magnet or alternative schools which offer a focus such as the arts, or the sciences, those options must be available to students with disabilities. Magnet schools may provide instruction in more active, thematic approaches and for many students with disabilities, these practices may be the best approach (Hunt, Staub, Alwell & Goetz, 1994).

When students are members of age-appropriate general education classrooms in their normal schools of attendance, we also avoid the inappropriate placement of too many students who have IEPs at a particular school, and instead mirror the natural proportion of students with disabilities in our communities.

Students move with peers to subsequent grades in school.

The best environments for learning are those in which students are motivated, learning is active and information is presented in a manner that recognizes the diversity of each student. The outcomes expected for students at each grade level related to achievement of the core curriculum may not be possible for all included students, particularly those whose learning difficulties result from cognitive, motor, sensory or communication disabilities. Many of these students will not maintain pace with their peers without disabilities, particularly in the academic areas. To use the achievement of district grade level outcomes set for students without disabilities, would require that many students continue working at particular grade level material and concepts for many years. This contrasts with best practices in educational programs for students with severe disabilities where involvement in chronologically age-appropriate environments and activities has been identified as a key indicator. (Sailor, Anderson, Halvorsen, Filler, Doering & Goetz, 1989; Sailor, Gee & Karasoff, 1993; Simon, Karasoff & Smith, 1992).

To accomplish effective inclusion, the student's individual program (IEP) is addressed within the context of the curriculum through a matricing process that is discussed later in this article. In this way, the student's IEP is used to guide adaptations as well as direct instruction that will be supported in the general education class. Students benefit from the role models their peers provide. These appropriate role models provide not only the opportunity to learn how to behave in situations, but also allow for an increasing number of shared, real-life experiences with others the same age. For example, when students who are reading about Romeo and Juliet in literature class discuss the story at lunch or make references to it, the student with special needs will gain an understanding of the context of the conversation, and of the play being about teenage romance and relationships. As a special class student joining these peers only for lunch, she would have no such common experience or shared understanding. These experiences are critical steps in the development of those skills that lead to full participation in the community as a valued member and without them, students fall farther and farther behind their peers.

The development of friendships and social connections typically have their basis in shared history. Students who have had the same experiences have something to converse about. Their involvement in the same activities allows for a common bond. As students move from grade to grade or from school to school, having friends who move with them is one way to make the transition more comfortable. For students with disabilities, who may have a number of challenges already, having a social network to support them is extremely important to their success. This support network brings background and insight to the people in the next setting, assisting them in getting to know this person so that there are fewer misunderstandings and more success.

No special class exists except as a place for enrichment activities for all students.

Membership's importance cannot be overestimated. Successful inclusive education is difficult if a student is already seen as a member of a special education class. In many school situations, students who receive special education services are seen and referred to as "special education students" and when students qualify for special education services they are "sent to special education" as if it were a place. The problem with the special classroom is not in regard to students needing individualized instruction in a quieter or more structured setting, it is in the belief that they need to go somewhere else to receive it. In addition, it is in the belief and practice that only those students who qualify for special education need this type of instruction. We need to remind ourselves that even though the federal government has limited identification of students receiving special education services to 12%, this doesn't mean that only 12% of the students in a given school need or would benefit from more support. When special educators are an ongoing presence in our general education classrooms, more of this support can be provided for all students (Henderson, 1995).

A second concern with the special classroom is with the fact that if it is available, it will be used. When a student is having difficulty with the curriculum or in behaving appropriately in class, the most likely solution will be to send the student to the special class. In almost every case, this is not the best solution. Rather than address the reasons the student might be failing in the lesson, which might be in terms of how it is presented, the material itself, specific requirements of the lesson; and modifying in these areas, teaching staff often reach for the first strategy that comes to mind: send him to the special class until he is "ready." The strategies utilized in special classrooms are not appreciably different from good teaching strategies utilized in general education. A case might be made that the strategies can be more focused in a smaller setting, but this is an issue of how support is provided, rather than where that occurs.

Disability type or severity of disability does not preclude involvement in inclusive classrooms

Many times, school districts that are working to include students with disabilities take the approach that in order to be successful, it makes sense to start with those who are "most capable" or those who are "most like" the typical general education student. Educators seek to ease fears about inclusion by starting with those students who we think will make the smoothest transition and will not be "noticed as much." In our view, this is a mistake, because it delays the issue, and avoids the real basis for inclusive schools; a belief in the capacity for all students to learn and contribute. There are many illustrative examples of the problems with the former approach. In the 1980's, as special schools began to move students back to general education school sites, many started with the students with the most skills. This did not lessen the fears or concerns in most cases and in fact, made each subsequent move of students (who happened to have fewer skills) more difficult. Each transition meant starting over. Those programs that have most successfully included students have taken a *zero rejection* approach Baumgart, Brown, Pumpian, Nisbet, Ford, Sweet, Messina & Schroeder, 1982). If the school believes in inclusive education, it believes in including all students, not just those who are considered "ready". This is another critical difference between mainstreaming and inclusive education. Mainstreaming has typically meant that students had to be able to perform in the general education class with little or no additional support. Inclusion means providing the student with the support necessary to participate and to learn.

The categorical approach fostered by special education has also created a number of problems. There are classes for students with autism, for those with physical disabilities, vision and hearing challenges, cognitive disabilities, social-emotional problems, which by their homogeneous nature serve to support the view of individual students as part of a group that requires a certain approach in learning. The strategies that have been found to be of value in supporting learning for a particular student can be useful to many students. Rather than place students based upon their label or the severity of their disability, inclusive schools serve all students regardless of the type or severity of disability by ensuring that the expertise and support they need is placed with them. For example, in two rural districts we know, all elementary age students with disabilities are supported in their general education classes by special education teachers and part-time paraprofessionals. The support teacher's caseload is non categorical, and the special education staff presence in these classes has led to decreased referrals in one school, and to team-teaching with the result of added resources for general education students in both schools.

SERVICE DELIVERY

The staff to student ratio for an itinerant special education teacher is equivalent to the special class ratio and aide support is at least the level it would be in a special class.

One of the most often heard concerns regarding inclusive education is that there will be insufficient support for students with special needs in the general education classroom. General education teachers will be required to spend an inordinate amount of time with students who have special needs. This perception has led to negative reactions from teachers' bargaining units such as American Federation of Teachers which called for a moratorium on inclusion until we "know how to do it right." (Shanker, 1994).

It is important to consider the typical level of support currently provided in special classrooms. For example in California, with current funding levels, the special class unit provides one credentialled special education teacher and 1.05 instructional assistants for an average of ten students. School districts often increase the support to two instructional assistants per special class when the class involves students with severe disabilities. Of course, the IEP may require additional support for individual students. When students are mainstreamed, the special education teacher must carefully manage a small pool of support resources across those mainstream classes while continuing to operate the special classroom. Within the special classroom, it is also important to acknowledge that all students do not work on the same level or even on the same objectives. Staff typically work either individually or with small groups in the classroom. This is important information in terms of the belief that when students are sent to the special classroom, they receive more intensive services. Every student with special needs does not have one-to-one instruction and that level of support may not be available or desirable when they are included.

A benefit of inclusive education in regard to in-class support is that staff do not need to maintain a special class while supporting students in their general education classrooms. The limited support available can be focused on actual in-class support. The challenge for staff is to ensure that the limited support is used to the best advantage. One strategy teachers have used is to meet as a group involving all general education cooperating teachers and the special education inclusion teacher to determine how the available support will be allocated. Specific times when staff assistance is required are identified and the whole group works collaboratively to set the support schedule. This approach avoids the situation common in many schools in which the special education teacher is expected to allocate support, usually to no one's satisfaction. In an era when competition for resources in education is high, the use of instructional assistants must be carefully considered. Involving those general educators and administrators directly impacted in the allocation of these resources creates an environment more conducive to understanding the demands on both general and special education.

It is extremely important to acknowledge that inclusive education does not mean placing students in general education classrooms without support. It is also important to note that it does not mean that every student is attended by a "personal aide." At least the same level of support provided these students in the special education classroom should be provided in inclusive settings.

There is always a certificated employee (special education teacher, resource specialist/other) assigned to supervise and assist any classified staff (eg. paraprofessional) working with specific students in general education classrooms.

Many school districts that are taking a piecemeal approach to inclusion are either placing students in general education classrooms without support, or hiring an instructional assistant to work with the student in the classroom under the supervision of the classroom teacher. Students who qualify for special education services, particularly those with severe disabilities, require staff trained in their instructional needs. In our estimation, there are very definite skills required of educators serving students with special needs and it is a grave mistake to ignore this. Special educators are trained in working with families, selecting goals and objectives, understanding the implications of particular disabilities and providing the instruction necessary to support students in learning the academic, communication, motor, social and cognitive skills necessary.

Successful inclusive programs ensure that there is always a qualified, credentialled special education teacher who supervises the paraprofessional staff in cooperation with the general education classroom teacher. This special education/inclusion teacher is responsible for overseeing: 1)IEP implementation; 2) the training of paraprofessional staff ensuring that instructional programs are implemented correctly; and 3) the effective communication and collaboration of all staff. As noted above, many school districts are reorganizing services district-wide, moving to a non-categorical service approach. This approach may mean that teachers credentialled in the area of learning disabilities may also be responsible for serving students with severe disabilities. When special education teachers begin operating outside the area for which they have been specifically trained, (e.g. in a non-categorical approach), it is incumbent on administrators to ensure that they receive the specific ongoing training they require to serve students under their care. What is important to note is that students deserve qualified teachers and inclusive education does not preclude that right. Some districts have provided support for cross-categorical training by supporting teachers in completing additional credential work, releasing teachers from their duties to provide hands-on training to another teacher, or selecting inclusion mentor teachers with expertise in particular areas and releasing them for a designated number of days per year according to a carefully designed plan, so that they can then coach and support their peers. A non-categorical approach offers the potential for ensuring that students may be served in their home schools by avoiding the clustering of students with a particular label, and teachers may be able to provide support in just one school.

Special education students who are fully included are considered a part of the total class count for class size purposes. In other words, even when a student is not counted for general education average daily attendance (ADA), s/he is not an "extra" student above the contractual class size.

In California, when students are mainstreamed from a special class, they are not counted as a member of the general education class because they are already counted as a part of the special class count. For general education teachers, this is important because mainstreaming another student means making accommodations in terms of space, materials, planning and attention. General education teachers who may be overwhelmed already by the numbers of students in their classrooms are not thrilled about receiving another student outside their contractual class size. In contrast, inclusive education by definition means that the student with special education needs is a full member of the general education classroom, counted as part of the class size. This ensures that general education classrooms that include students with special needs do not result in undue impact to that class..

When schools include students as members of general education classrooms for class size, and at the same time generate special education support through special class placement, there can be a negative fiscal impact to the district. Depending on average class size, including that number of students with special needs in the district can mean generating the need for additional classroom teachers. It is important that districts also analyze their expenses and savings in other areas, such as the reduced transportation costs that may result from inclusion. In addition, as students are included, special education classrooms for 10 students become available to general education classes of 30 students, thus saving on space acquisition and maintenance costs of several thousand annually (Halvorsen, Neary, Hunt & Piuma, 1995).

Supported education efforts are coordinated with school restructuring at the district and site level and a clear commitment to an inclusive option is demonstrated by the Board of Education and Superintendent.

With increasing pressure to examine their practices in light of what many perceive to be very disappointing outcomes, schools are initiating restructuring of the way students learn and educators teach (Jorgensen, 1994; Roach, 1994; Sailor, 1991). These restructuring efforts hold great promise for re-examining our vision for education, the expectations we hold for students who are part of our schools, and the way we organize our learning environments in light of current variables.

In 1991, through a legislative initiative, California offered planning incentives for schools restructuring education. It was disappointing to find that very few of the proposals for these restructuring planning grants involved any mention of special education, and it is difficult to understand how a school could restructure without special education being addressed. Not only are 10-12% of the students in a district receiving special education services, but many of these students are involved in both general and special education programs and the coordination of the staff and students involved is an ongoing challenge. To be successful, any restructuring at the school site or district level must include all students. The resources that are categorically provided in many situations are not economically used and may be wasted. When schools coordinate resources based upon what students need they can use them to better advantage.

Finally, unless those in positions of influence and authority support inclusive education verbally and in their actions, there will continue to be ambivalence about implementing the changes necessary in our schools. At every level of the district, inclusive education impacts people and practices. The changes people will need to make are difficult and require support. There will be resistance and outright conflict in changing our schools that requires strong administrative leadership (Roach, 1992; 1994). This support need not be dictatorial or top-down. Rather, in successful districts, superintendents have charged their administrators with forming representative cross-constituency Inclusion Task Forces to develop proposed policies for administrative and Board review, and to formulate training plans as well as recommendations for procedures that will support effective inclusion. These districts have provided released time to support initial and ongoing training needs as well.

PLANNING AND CURRICULUM DEVELOPMENT

The special education and general education teachers collaborate to ensure:

a. the student's natural participation as a regular member of the class;

b. the systematic instruction of the student's IEP objectives;

c. the adaptation of core curriculum and/or materials to facilitate student participation and learning.

The success of students with intensive special needs has traditionally been the responsibility of special education staff in separate programs. Even when students have been mainstreamed, their involvement in the general education classroom has been defined by the expectations of the special education teacher. Decisions about appropriate goals and objectives and responsibility for adapting curriculum have been seen as within the role of the special educator.

In contrast, inclusive education connotes membership of not only students with special needs, but special education staff, too. The role shift in inclusive education is particularly evident in terms of how special and general educators operate. When students are seen as valued members of the school, and real members of the age-appropriate classrooms, decisions and responsibilities for the achievement of those students are within the role of both general and special educators. This collaborative teaming (Rainforth, York & Macdonald, 1992) offers the best opportunity for success, not only in a student's participation, but in their achievement.

There are three major considerations in collaboration among general education teachers and special education support staff. The primary benefit of inclusive education lies in the fact that students have access to the variety of activities, routines, celebrations, responsibilities, choices, opportunities and information available to other students. Sharing this history is critical to more fully participating in the community at-large, now and in the future. The first consideration of cooperating general and special educators is to ensure that each student is naturally involved in all these opportunities and activities. Every activity available in the general education program offers opportunities for skill development in cognitive, motor, social and communicative areas. As cooperating educators inventory these opportunities, the critical question is not can this student be included, but what degree of support is necessary for the student to participate and achieve.; what are our expectations and what assistance can be provided to ensure success?

The second consideration is to ensure that students receive the specialized instruction they need to learn within the general education activities and curriculum. Over the years, powerful instructional strategies have proven to be beneficial in assisting students with significant learning disabilities to learn. These strategies are not obsolete in inclusive settings, and although some may need to be modified for use in heterogeneous settings, they must be available to educational staff. Instructional strategies focused on analyzing activities and routines, assessing and teaching to specific learning styles and prompting and correcting are relevant in any educational setting. Through collaborative planning, parents and general and special educators share relevant information on formal and informal assessments and determine which systematic instructional strategies are advised, how they will be delivered within lessons and activities, who will use them and how they will be evaluated (Neary et al, 1992).

Finally, collaborative planning allows a vehicle for adapting curriculum. The variety of activities and depth of curriculum common in most classrooms requires time to prepare materials and strategies for students with intensive special needs so that they may obtain the greatest amount of benefit. Many adaptations are easily accomplished and can be generated by the general education teacher as a normal part of responding to the diversity of abilities within the general population. Others will require thought and special preparation. There are a number of published curriculum development approaches available which share common elements of an ecological approach (Giangreco, Cloninger & Iverson, 1993; Gee, Alwell, Graham & Goetz, 1994; Neary, Halvorsen, Kronberg & Kelly, 1992). Each stresses the necessity of developing a _student planning team_ involving the student, his/her parents, the student's close friends, and general and special education teachers to gain insight into the student's strengths and needs as well the current and future environments and activities targeted. There are a number of ways being utilized to gain this insight, including the Family Interview (Calif. Dept. of Education, 1992), MAPS (Forest & Lusthaus, 1989), and Personal Futures Planning (Mount & Zwernick, 1988). Priorities generated through this approach form the basis for examining the school and classroom routines and activities for potential opportunities and to develop a plan for support and participation. A *collaborative planning team*, which involves the general and special educator and parent as a core team, is responsible for identifying educational priorities and the activities they will be addressed within. Many collaborative teams use a matricing process to organize ideas about how educational priorities will be met throughout the day. The daily schedule for the class or a schedule of course options (secondary) are placed along one axis and the educational other needs are placed along the second axis. The team brainstorms ideas for meeting student needs through this process, establishing an initial *student participation plan*. A number of ways to adapt curriculum have been suggested (Ford & Davern, 1992; Giangreco et al 1994, Neary et al, 1992 and Udvari-Solner, 1994) including providing physical assistance or assistive devices, adapting materials, incorporating multi-level curriculum, working on alternate goals within the core curriculum, changing instructional groupings and teaching formats and providing varying levels of support. In selecting adaptations, collaborative teams select curriculum outcomes and strategies that are as close as possible to typical student outcomes, and that allow for student success.

It is critical for teams to continue to refine student participation and staff support strategies. Developing personal futures plans and educational priorities can get the student started in the general education program, however, it is likely that the program will need continual refinement and adjustment. *Transdisciplinary functional assessment processes* offer the best opportunity to identify critical skill needs in classroom, school and community activities and routines so that the student's participation improves qualitatively. Functional assessments outline the natural steps or requirements of an activity or routine, identify the current level of student performance, identify potential adaptations and targets for teaching. They also help identify the level and types of supports necessary for success.

Supplemental instructional services (e.g. communication, mobility, adapted P.E.) are provided to students in classrooms and community settings through a transdisciplinary team approach.

Because of their communicative, physical, sensory or social-emotional needs, many students with severe disabilities have a number of specialists involved in providing services. Each discipline has its own approach and each needs time with the student to assess and provide direct services. Often, these multi-disciplinary services are done in isolation from each other. There is a wealth of literature on the benefit of providing integrated therapy services to students with special needs (Campbell, 1987; Rainforth et al, 1992). This transdisciplinary approach (Rainforth et al. 1992) is promising because by definition it means coordination of services, effective and efficient use of staff and demonstration of communicative, motor, cognitive and social skills in relevant contexts. A collaborative approach allows for service providers to conduct joint assessments, share information regarding their assessments, impressions, suggestions about goals and objectives and instructional approaches. Further, it extends beyond this, in that it begins a process of skill-sharing among service providers. They determine assessment and support schedules so that the most efficient and effective use of their time is assured. For example, speech and language services can be delivered within classroom lessons with the therapist supporting the student during Language Arts. Physical therapy services can be delivered in classroom transitions, positioning the student at tasks, or in P.E activities. When related service providers work in this fashion, modeling collaboration on a regular basis in the general education setting, general and special educators can take advantage of their specific information and expertise in order to develop their own skills in other disciplines.

Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents and related service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.

Meeting the needs of students with special needs in inclusive settings requires that frequent and focused discussion regarding the student's progress and participation take place. The activities of the school and general education classroom are dynamic, requiring planning and preparation of materials to ensure the student will achieve the full benefit. Often, teachers in mainstreaming situations find it difficult to meet except at lunch or on the run between classes. Students with significant challenges require a more carefully thought out approach and formalizing these planning times is critical. Regular, structured planning meetings that are effective and efficient allow special education staff the preparation time they need to best access the curriculum and other opportunities at the site and in the classroom. They allow general educators the opportunity to voice their ideas and any concerns they have about the student's progress and participation, and the provide parents with a way to participate in the learning situation and keep in touch with their child's progress.

At the elementary level, meetings involve the student's general education teacher, the special education support teacher, parents, and when necessary, related services staff or instructional assistants. Meetings are generally held at least monthly and may be more frequent initially until staff and parents are comfortable with the program. At the secondary level, the special education support teacher commonly meets with general education staff during preparation time. If cooperating general education teachers have common preparation time, the number of separate meetings is reduced. At least initially, pulling the team of cooperating general educators, the special education support teacher and parents together is important to discuss expectations, learning approaches and to resolve concerns.

One of the most difficult issues with planning meetings concerns the time for the meeting. Many sites set these meetings before school. This keeps the team on track because when it is time for students, there is no delay. It is amazing how quickly decisions are made in this time crunch. Other sites plan after school, which may allow for more leisure, but often means tired team members. Common teacher preparation time is used and allows more flexibility in meeting during the school day. Some sites hire a substitute on one day of the month to free cooperating teachers for a period to meet with the special education inclusion teacher. Other sites use "banked" time. By agreement among staff and families, instructional days are lengthened and minimum days are established periodically to allow for preparation time. Schools that provide quality inclusive education make this planning time a priority.

Plans exist for transition of students to next classes and schools of attendance in inclusive situations.

As students prepare to transition to their next grade or school, it is critical that planning team meetings begin to address this change and that those individuals who will be working with the student, for example the next general education teacher, are part of the planning. Many school sites have established a formal process for transition planning, scheduling a series of meetings in the spring with sufficient time for a smooth transition.

Transition meetings involve the core planning meeting team-the current general education teacher, the special education inclusion teacher, the parent(s) and the next general education teacher(s). In some situations, they involve the student's friends. They focus on informing the next teacher(s) or other important staff about the student's needs and progress. They allow for parents to meet the next teacher and share their hopes and dreams for their child. They allow for team members to share the stories of success for the year and identify those things that they believe will continue the success.

They also help establish a support system for the new teachers involved. Like the collaborative planning team meetings discussed, transition planning meetings should be organized, efficient and action-oriented. Transition planning meetings identify specific activities for team members to take, for example arranging a visit to a new school or class, working out mobility or accessibility issues, meeting other students and examining curriculum for adaptation strategies. Taking the time to open communication among all involved is a wise investment of our resources and critical to supporting students in inclusive situations.

BEST PRACTICES

Effective instructional strategies (eg. cooperative learning, activity-based instruction, whole language) are supported and encouraged in the general education classroom. Classrooms promote student responsibility for learning through strategies such as student-led conferences, and student involvement in IEPs and planning meetings.

Many special educators who have been working to integrate or mainstream students with severe disabilities from the basis of a special class, have often had a limited number of opportunities. As Biklen pointed out in Achieving the Complete School: Strategies for Effective Mainstreaming (1985), one of the most common strategies for mainstreaming is the *teacher deal*. This is defined as "....administrators and the educational system do not provide support for mainstreaming or, at least in any significant way, participate in it. They may recognize it, even speak positively about it, but its life depends upon the individual teachers who make it happen" (p.28). The special education teachers in this common situation approach teachers they feel might be amenable to integration/mainstreaming and attempt to get their student into the class. General education teachers can say yes or no. Integration then depends upon this agreement, not on what the student may need. In inclusive education, the team attempts to match student needs, classroom environment and teaching style.

There is a large body of literature on the advantages of active, hands-on learning for students with severe disabilities (c.f. Horner, Dunlap & Koegel, 1988). Learning has been shown to be more rapid, and skills are more likely to be generalized and initiated when learning situations are relevant, functional and active (Hunter, 1982; Stoll, 1991; Wang, 1992). Teachers, if they have the choice, will usually opt for the general education classrooms that provide this type of learning environment as the most likely to support success.

General educators have also recognized the benefits of cooperative structures in supporting learning (e.g. Johnson & Johnson, 1987; Slavin, 1992). Classroom populations have become increasing diverse in terms of the abilities of students who do not qualify for special education. Teachers have also recognized that the skills students need to participate and succeed in the world today go far beyond reading, writing and arithmetic. In an increasingly complex, diverse and immediate world, cooperative and collaborative skills are critical. Cooperative learning offers enormous benefits for supporting students with disabilities. It allows for students to work at their own level on a variety of skills with the support of the other group members. Research continues to support the effectiveness of cooperative learning in terms of both acquisition and mastery for students with and without disabilities (Slavin, 1991) and for both groups of students in inclusive situations (Hunt, et al 1994).

Finally, many schools have found success in supporting student skill development through increasing their involvement in decision-making about their education and evaluating their own progress. (Ford, Davern & Schnorr, 1992; Rothman, 1990). Students with special needs also participate in "person centered planning" to determine their own goals and objectives (Forest & Lusthaus, 1989). They have worked with staff to select examples of their own work and planned for student-led conferences to share progress with families (Gistelli & Morse, 1994).

TRAINING

General ability awareness is provided to staff, students and parents at the school site through formal or informal means, on an individualized basis. This is most effective when ability awareness is incorporated within general education curriculum.

In many situations, students in general education have not had direct experience being educated with or interacting with, students with disabilities, particularly those with significant cognitive, motor, social or sensory challenges. Their teachers and parents may also have very limited personal experience with disability, because they were not educated in inclusive settings themselves. When a school is changing its approach by including students previously excluded, students, teachers, administrators and others may need information about disability. This allows them to have a better understanding of the impact of disability and strategies to support those who have disabilities.

There are many ways to provide ability awareness at a school site. Most ability awareness workshops include experiential stations, small group opportunities for participants to see what it might be like to experience a sensory loss, cognitive difficulty, motor problem or communication barrier for a brief time. These experiences do not represent the true experience, because they are transitory and out of context, however they do stimulate conversation about the impact of a disability. The simulation experience is one very important part of these activities. Another important component is the opportunity for participants to discuss how disabilities might affect many of our life activities, including school work. Equally important, ability awareness simulations and discussions educate participants on how people adapt, accommodate and compensate.

While large scale experiential and informational approaches have been implemented in many areas, including "Disability Awareness Fairs" or "Disability Awareness Week" , many schools are incorporating information about disability within the curriculum in a more natural, relevant manner. For example, discussions about attitudes towards and treatment of, people with differences can be part of our social sciences or history curriculum. We can discuss many of the physiological bases for disability within our science or health curricula. Literature provides an enormous opportunity to discuss the flexibility and adaptability of people, as well as provide role models of people who overcome challenges daily. Much of the exciting electronic and mechanical equipment developed for students with communication and motor challenges can also be part of our computer sciences, home economic or science curricula. Rather than develop add-on disability awareness days, or assemblies, educators have found ways to weave relevant and current information and experiences within much of the core curriculum. Some school districts have incorporated diversity in ability as part of their multi-cultural education curriculum (Davis Joint Unified School District, 1992). It should be noted that the most beneficial ability awareness approach is in how our schools, teachers, parents and students model their belief in the value of each person in the community. Talking about treating each other with respect, regardless of our abilities means little if we are not living the experience each day. Similarly, encouraging peers to interact with and be friends with students with disabilities means little if adults do not welcome and interact with and seek out these students themselves.

Adequate training/staff development is provided for all involved.

Many school districts have initiated inclusive education for individual students or groups of students without adequately addressing the training and staff development needs. These initial efforts have succeeded or failed based upon the skills of those advocating for or implementing inclusion. Often it is the special education teacher who takes on the responsibility for providing information and resources to others who are cooperating. These initial efforts are commendable, but rely on a very few people to maintain the inclusive practices and each year they must be repeated with new staff.

There is an increasing number of school districts and school sites that are taking a more formal approach to training and staff development by pulling together site and/or district level planning teams to assess the current situation in terms of factors that support and hinder inclusive education. A critical part of this effort is to design an inservice plan for staff, students and parents to ensure that those involved have the skills necessary to meet the needs of all students. The best way to ensure that an inservice training plan for inclusive education is relevant and effective is to develop the plan through a school site team involving the site administrator, general and special educators, paraprofessionals and parents. These key individuals can identify not only the most important content necessary, but also the best way to structure the inservice training. Site teams often arrange to visit other inclusive programs and may invite teams from these schools to meet with site staff to share experiences and strategies. Effective training should include awareness level presentations, skill practice workshops, follow-up sessions on application and teacher to teacher dialogue.

Inclusive education is not an add-on program at a school. It is not for one student whose parents advocate or for students who are "ready" for inclusion. With the increasing interest in inclusive education and the corresponding increase in controversy about this initiative, it is critical that we have standards defining inclusion. When we operate from a common understanding of what supports success, we can more easily establish these inclusive environments and assist those schools to work through the challenges of implementation.

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APPENDIX P

Cost-benefit Analysis of Inclusive and Integrated Programs

A Cost-Benefit Comparison of Inclusive and Integrated Classes in One California District

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ABSTRACT

A study comparing the actual resource costs and outcomes of instruction in inclusive classrooms with the costs and outcomes of special class/integrated instruction was conducted in a single district where both types of programs were operating. Data related to these variables were collected on elementary-aged students included full-time in general education classrooms matched with four pupils from special education classes who spent part of their day in general education classes. Programs were selected through an observation and interview process using validated criteria for inclusive best practices, and students were selected through teacher evaluation of adaptive behavior on a standardized scale. Instrumentation was developed for cost data collection and analysis, and for achievement perceptions. Additional observational measures were utilized to examine student interaction and engaged time. The results showed that inclusive education costs were an average of 13% lower than those of special class placement, with sizable differences in areas such as space and personnel costs where special class costs were 228% and 31% higher respectively. A second striking difference was found in terms of general and special education resource contributions to the two programs, with special education contributing only 65% as much of total program costs for included students as compared with special class pupils. In turn, special education contributed an average of $1,655 per general education inclusive class, as compared with less than $35 per class where special class students were integrated.

Multiple differences in outcomes for students were found in social interaction and engaged time areas, with included students interacting more with peers and general education teachers, and less with special education staff than the integrated group. More academic activity characterized the inclusive students' programs, and they were alone less. Special class students demonstrated more student-initiated interaction and a higher level of engagement during the observed instructional day. There were no differences found between the two groups in perceived achievement of IEP objectives. Results were discussed in terms of the pilot nature of the study and its inherent limitations given sample size, as well as questions for further research.

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A Cost-Benefit Comparison of Inclusive and Integrated Classes in One California District

Introduction

A cost-benefit pilot study comparing inclusive and integrated elementary school programs in a single district was conducted as one facet of the PEERS OUTREACH Inclusive Education project (#HO 86U20023) evaluation. The purpose of the evaluation was to determine whether differences exist a) in actual costs of inclusive (general education placement with support) versus integrated (special education class placement with integration into general education classes for some activities) settings, and b) in educational outcomes of the two placements for matched pairs of students who experience severe disabilities.

The rationale for the study was grounded in the critical need for this type of information in the field, at the State Department of Education, for the Boards of Education, families, administrators, and teachers involved in planning and developing effective inclusive options, as evidenced by repeated requests to the project for data on this topic. There is a gap in the current knowledge base regarding the type and levels of support typically required to deliver effective instructional services to included students and how these levels/types of support compare with those received by students placed in specialized or segregated settings (Parrish & Montgomery, 1995; Salisbury and Chambers, 1994). In addition, "conventional wisdom" says that inclusive programs by their very nature will necessitate higher support ratios and thus present districts with greater costs. Further, there is concern in the field of special education that including students in general education classrooms will result in less positive educational outcomes for those students than they might receive in special classes (cf. Fuchs and Fuchs, 1994).

Several hypotheses were generated regarding the outcomes of the pilot cost benefit analysis. **First, we hypothesized that inclusive educational programming would not cost significantly more than integrated or special class placements for students with similar needs.** The remaining hypotheses were related to the programmatic outcomes of inclusive education:

1) students who were included would demonstrate at least the same level of achievement of IEP objectives as integrated students;

2) students who were included would demonstrate higher levels of reciprocal interactions than their integrated peers, and higher levels of student-initiated reciprocal interactions, as measured by observational data;

3) included students' interactions with special education teachers and paraprofessionals would be less than for their integrated peers;

4) included students' interactions with the general education classroom teacher and general education peers would be greater than those of their integrated peers from special classes;

5) included students would be alone less (with others more) than their peers in integrated programs, and would be more actively involved; and

6) included students would have more academic skill emphasis or instructional time than integrated students.

Method

Participants

Selection of the district. The study was conducted in a suburban-rural central district of approximately 14,000 students who attend 21 elementary, two middle, and two high schools. All students who receive special education services in the district are receiving them in regular schools either through special classes in chronologically age-appropriate sites (integration), through Resource Specialist programs, or through itinerant support services delivered in general education classes (inclusion). Elementary school size ranges from small (enrollment = 150) to large (enrollment = 750). This district was selected for a variety of reasons related to the study's goals:

1) The district had worked with the project for several years, and the investigators were thus well aware of the quality of instruction in inclusive and integrated settings.

2) As the district was a recipient of project services, the study would also serve as part of the overall project's evaluation.

3) The district was the sole operator of the special education programs; thus, a single governance and salary structure existed, resulting in equivalence of cost data collected across programs.

4) The district operated both inclusive (general education class) and integrated (special class) programs for elementary age students at the time of the study, and district staff were interested in participating in the pilot evaluation.

Finally, this was the only district with which the project was involved at the time which had both a single governance structure and was operating the two types of educational options concurrently for students of the same age levels.

School Selection. Included students in the selected district were attending general education classes in two different elementary schools; a small rural setting (School A) and a large downtown school (School B). Included students in Schools A and B were served by the same special education support teacher and paraprofessional staff who worked in an itinerant manner (i.e., the special education teacher had two schools and nine students for whom she was responsible, in nine different classrooms; she had two paraprofessionals [six hours each per day] working with her and all worked with both schools). All included students were attending their home schools - the schools they would attend if they were not disabled (Neary and Halvorsen, 1994; Sailor, Gee and Karasoff, 1993).

Students attending special classes with varying amounts of integration within general education were attending a third large elementary school near the downtown area (School C). The students in these two special education classes were served by two full-time teachers and four paraprofessionals (six hours each per day) with eight to ten students in each class. One class served primary age students (K - 2) and the other served intermediate grades (3rd - 6th). While not the home school for all of these students, the school was located within the quadrant of the district where students' homes were located.

The investigators utilized the OUTREACH Implementation Site Criteria for Inclusive Programs (Halvorsen & Neary, 1994) to guide observation and interviews and limited informal document review (student and staff schedules, etc.) in each setting. A preset criteria of no more than a 10% difference in points across sites (15 points) was agreed to for purposes of comparison. The two raters spent a full day in these activities at each location, and then met to share data and compare ratings and observations. Agreement was reached using a three-point scale with three, two or one points for each of the 50 items. The inclusive program (across two schools) obtained a score of 141/150; the special class program obtained a score of 126/150.

Student Selection. The inclusive program in the targeted district had nine students (grades K - 6) included in Schools A and B, six of whom were classified as having severe disabilities. The special classes at School C had 18 students; approximately half of whose ages corresponded to grades K - 2 (one class) and half of whose ages corresponded to grades three through six (one class).

The investigators obtained parental permission for participation in the study by four of the included students with severe disabilities. The students were three girls and one boy. One boy and one girl were in kindergarten, and two girls were in second and fourth grades. Investigators administered the 32-item Scales of Independent Behavior (SIB) to each of these students (Bruininks, Woodcock, Weatherman & Hill, 1985). The scale yields a raw score which is converted into standard and cluster difference scores . The second step of the student selection process was to identify students in the special class group whose scores would match as closely as possible a student of approximately the same age in the included group. From this process four pairs were identified and their scale data are depicted in Table 1. The special class integrated students included a kindergarten-age boy, a second-grade-age girl, a third-grade-age boy and a fifth-grade-age boy.

[Insert Table 1 here]

Table 1

Screening Data: Scales of Independent Behavior

			Student Pairs			
Pair	Student	Placement	Age	Raw	SS	CD
A	1	SC	6-0	36	56	-31
	5	I	6-7	35	47	-35
B	2	SC	7-5	39	50	-37
	7	I	7-8	37	42	43
C	3	SC	8-4	43	52	-36
	6	I	9-2	43	42	-43
D	4	SC	11-2	40	20	-63
	8	I	10-2	37	22	-62

Note: SC = Special Class; I = Inclusive, SS = Standard Score,
CD = Cluster Difference Score

Instrumentation and Measurement

Inclusion Cost Analysis Scale (INCAS). A thorough search of the extant literature indicated that no specific instrument had been developed to facilitate data collection of actual cost ingredients in inclusive and integrated settings (Piuma, 1993). The few studies in existence have utilized recorded tuition costs (e.g., Salisbury and Chambers, 1994) rather than actual resource costs required to support included students in contrast to resources required with other approaches or placements. Piuma (1993) identified the need for a resource cost approach, that is, one which requires identifying actual instructional and planning time provided by teachers, paraprofessionals, and therapists; determining hourly average salaries and calculating the real costs of all personnel involved. Some previous analyses have not utilized average salary rates in these comparisons, and thus have "penalized" settings with more experienced teachers (Roahrig, 1994). A strategy to assess discrete transportation costs, supplies, equipment, space and its maintenance was also required. Piuma (1994) noted in her position paper on the subject that although several recent studies had measured actual resource use (cost) of students attending a variety of special education programs, these studies either did not focus on inclusive service delivery and a comparison of costs with non-inclusive programs (cf. Kakalik, Furry, Thomas and Carney, 1981; Lewis, Bruininks and Thurlow, 1988) or did not compare services for the population of students with severe disabilities. Previous studies also had not examined costs in conjunction with investigation of the outcomes of specific programs for students. Finally, Piuma noted these studies had not looked at the cross-over of shared costs between general and special education (1993).

An instrument or protocol to address each of these issues was required. After extensive discussion with project staff, Piuma developed the Inclusion Cost Analysis Scale (INÇAS) for pilot use in this investigation (Piuma, 1994). Table 2 presents a summary sheet of the types of INCAS data collected for each student in the current study, and excerpts from the instrument's description follow.

[Insert Table 2 here]

Table 2

Cost Analysis Data Summary

Object Category	General Ed. Resources/ Sped Student/Year	SPED Resources/ General Ed. Student/Year	SPED Resources/ SD Student/ Year	Total Cost/ Sped Student Year
1. Personnel				
2. Instructional Supplies				
3. Transportation				
4. Repairs and Replacement of Equipment				
5. Equipment				
6. Improvements to Buildings and Rooms				
7. Cost of Space				
8. Curriculum and Development				
9. Staff Development				
10. Other Costs				

The Inclusion Cost Analysis Scale (INCAS) is a prototype instrument to assess the cost of resources used in a wide range of classrooms that integrate students with severe disabilities for part of the school day or include students for the full day in general education. Assessment procedures for the INCAS focused on measuring expenditures for staff time, supplies, transportation, repairs and replacement of equipment (adaptations), new equipment, building improvements, space, curriculum development and staff development in the context of a selected general education elementary class, where students participate in a range of social and academic activities. With the wide array of staffing patterns and instructional strategies used by inclusive classrooms, the INCAS focused on identifying the cost ingredients for one student and classroom at a time rather than attempting to characterize costs or expenditure patterns for "types" or "models" of inclusive classrooms. Although the generalizability of outcome costs were then limited to the district in which the selected classrooms were located, the classroom parameter ensured that costs were real rather than assumed.

The goal of using the scale was to identify four units of measurement that significantly impact on district and state level acceptance or rejection of inclusive education. These four units include:

1. Cost per student with severe disabilities per year.
2. General education resources expended per student with severe disabilities per year.
3. Special education resources expended per student with severe disabilities per year.
4. Special education resources expended per general education student per year.

These data then provided the cost per student in each type of inclusive, integrated or special classroom observed, furnished information describing the contributions made by inclusive programs to general education students, and the contributions made by the general education program to students with severe disabilities.

Perceptions of Achievement Scale (POA) (Halvorsen, Neary and Hunt, 1994). This was the second protocol developed for use in the study. The investigators were committed to obtaining outcome data in order to put the subject of cost within a meaningful context. The unit of data which was the focus was the IEP objective. Investigators randomly selected six objectives for each student for review by a group of three key IEP team members: special education teacher, parent, and general education teacher, who were asked to reach a consensus on each of the questions for each objective. Table 3 contains a sample data recording sheet for the scale.

[Insert Table 3 here

Table 3

Perceptions of Achievement Scale

Objective # Domain/Curricular Area:

A. What is the level of the student's progress on this objective?

1	2	3	4
No Progress	Some Progress	Good Progress	Completed

B. If Completed:

1. Does student initiate this:
   Yes ______ No ______
2. Is this skill generalized
   - Across activities? Yes ______ No ______
   - Across people? Yes ______ No ______
   - Across materials? Yes ______ No ______
   - Across settings Yes ______ No ______
   - Across related responses/behaviors? Yes ______ No ______

C. If Checked 2 (some progress) or 3 (good progress):

1. Does student initiate this task/skill/activity:
   Yes ______ No ______

2. Does student demonstrate consistency in performance level on this objective? (e.g., same level of assistance needed across people)
   Yes ______ No ______

Educational Assessment of Social Interaction (EASI) and Engaged Time Scales (Goetz, Haring and Anderson, 1990 version; Hunt and Farron-Davis, 1992). The type and quantity of social interactions among targeted students and others were measured using the EASI, an observational tool which has been utilized in a variety of studies where general and special education placements have been examined (cf. Hunt, Farron-Davis, Beckstead, Curtis and Goetz, 1994). The Engagement Scale (Hunt and Farron-Davis, 1992) is used "to analyze student participation in the events of the school day in terms of his or her level of engagement in activities, grouping patterns for activities, and the type of activities in which the student was engaged" (p 203-204). Table 3 presents a list of engagement variables and their definitions from the original instrument.

[Insert Table 4 here]

Table 4

Engagement Variables

Engagement variable	Definition
Level of Engagement	
Active	Student is actively engaged by himself or herself or within a small or large group activity. Student is participating through verbal/alternative communication or physical movement.
Passive	Student is passively engaged by himself or herself in small or large group activity. Student is participating by attending and waiting for his or her turn, giving direct eye contact, passively listening, and/or attending to the teacher or group members.
Not engaged	Student is not actively or passively engaged in activity. Student is either not attending to ongoing activity, not being attended by staff, or not assigned to a task or given materials.
Grouping	
Student alone	Student is physically alone (e.g., on the playground) or is working by himself or herself on an activity unrelated to the activity of other students in the area.
Student with others	Student is engaged in an activity with at least one other student.
Context	
Academic activity	
Basic skill/critical activity	Activity addresses content areas of communication, social and sensorimotor skills (basic skills), or functional skills in domestic, vocational, community or recreation-leisure domains (critical activity).
Lunch or recess	
Transition	Period between the end of the completed activity and the start of a new activity.

Reprinted with permission from Hunt, et al, (1994), p 204. From the Engagement Scale developed by Hunt and Farron-Davis (1992).

Scales of Independent Behavior (SIB) (Bruininks, Woodcock, Weatherman and Hill, 1985). In order to ensure similarity in students' needs and abilities across groups, this scale was utilized for purposes of matching pairs of students. The SIB was designed to assess social and adaptive behavior development and functional skills across home, school and community settings through an interview with each student's special education teacher. Teachers were asked to rate the specific student's behavior on a scale of 0 (never) to 3 (always) for 32 items, which yielded a raw score converted to standard and cluster difference scores.

Implementation Site Criteria for Inclusive Programs (Halvorsen and Neary, 1994). In order to compare the costs and outcomes associated with inclusive and integrated placements, it was necessary to ensure basic equivalence across programs in terms of a set of program criteria or "best practices" (e.g., Simon, Karasoff and Smith, 1992). A validation study utilizing the criteria was conducted prior to the initiation of the cost study. The validation study conducted with the Site Criteria consisted of several steps: 1) identifying experts representing multiple constituencies: university professors/teacher trainers from special and general education, inservice trainers from both areas, department of education staff from the Comprehensive Personnel Development system, directors of special education, principals of regular schools, general education teachers, special education teachers, and parents of students receiving special education in inclusive schools, 2) contacting the 57 experts and requesting their participation, 3) mailing the criteria with a review form, and 4) analyzing the data received. Thirty-nine experts responded (68%) including all university personnel and inservice providers (12), two from the department of education, five directors of special education, four principals, two general education and ten special education teachers, and four parents. Items were retained which were rated as essential (five on a five-point scale) or very important (four on the scale) by at least 29 (85%) of the reviewers. Two items were eliminated through this process: principal attendance at IEP meetings, and formal ability awareness sessions provided ouside of core curriculum. The validated instrument was then utilized to guide a full day of observation and interviews in each setting, with a preset criteria for necessary points to be obtained or maximum difference between sites. The main areas addressed by the criteria were: environmental considerations (facilities, etc.), school climate (ownership, support), staff collaboration and student integration (IEPs, instruction, general school activities, ongoing provision of information).

Procedure

Observational Data. Data were collected over a two-day period utilizing the EASI (Goetz, et al, 1990) and Engaged Time Scales (Hunt and Farron-Davis, 1992). Two to three students were observed for five ten-minute observations each per day, for a total of ten observations (100 minutes) per student. Times of day were randomly selected for students within each school and all observations occurred during a five-week period. The primary observer was a research associate who had experience utilizing these scales in several previous studies, and who worked as a consultant to the project. Project coordinators and the research associate were trained in the use of the instruments at a school in another district, and these coordinators served as observers for the purposes of establishing interrater reliability.

Observational data were collected across all aspects of the instructional day including academic and nonacademic activities in general education classrooms, periods in the school library, the cafeteria, and playground, nonacademic periods such as physical education and art, as well as in special education classes for the integrated group. Reliability data were collected on three of the eight students (two included, one special class) for both of their days, or for 37.5% of the observations.

Achievement of IEP objectives. Data were collected utilizing the Perceptions of Achievement Scale (Halvorsen, et al, 1994) in an interview format with the special and general education teachers and parent/guardian. In two cases (one included student, one special class student) parents were unable to attend the meeting and were interviewed later by phone. In one case the interview took place in the context of the IEP annual review. In another case a bilingual teacher served as a translator for the parents at the meeting. These meetings were approximately one-half hour long, with all questions posed by the investigator (project coordinator) following a verbal explanation of the meeting's purpose. The questions, depicted earlier in Table 3, related to achievement of six randomly selected IEP objectives from each student's IEP. Respondents were asked to reach a consensus on their answer to the questions, such as, "What is the level of the student's progress on this objective?". Each group had copies of the scale and the particular objective selected. In the case of the separately interviewed parents, it was agreed beforehand that the investigator would share with the teachers any differing responses, and initiate further discussion among respondents as needed to reach consensus. A back-up position agreed to by all if consensus could not be reached was to vote, and to make note of the discrepant response when/if votes were 2 to 1. All data in this category were collected in a six-week period at the close of the school year.

Cost data collection. A series of processes were employed to collect the data on the INCAS protocol (Piuma, 1994) for each student. The first of these involved obtaining specific average salary data for each personnel category (e.g., teachers, paraprofessionals, related services staff) from the district's central office administrators. Costs for transportation, instructional supplies, space maintenance per classroom, equipment, etc. were also obtained in writing from the district. The average daily and hourly costs per staff person were then computed based on the different lengths of work years and work days for each category.

The second phase involved the actual data collection at the school site. Demographic data such as numbers of students in each class and actual school hours were obtained. Teacher schedules and related documents were provided indicating when students and staff were present in various settings. Finally, interviews were conducted with the special education teachers, paraprofessionals, related services staff as appropriate, and general education teachers to discuss their specific activities related to the targeted student(s). For example, in terms of special education personnel costs, staff in this category were asked how much time they spent in the specific general education/special education class each week, how much of this time was spent with the specific included or integrated student on the average, and how much with general education students in the inclusive classroom, (or with other special education students in the self-contained classroom). The investigator engaged in continuous recording throughout these discussions. Staff were also asked about preparation time spent on activities for the student, and about staff development time and participation as it related to the student(s). Documents such as class schedules, meeting minutes and written student programs (directions for staff), were utilized to support interview data. Follow-up phone calls were made to staff members interviewed for any additional questions, or to clarify previous responses.

Each interview was conducted at the school and lasted 30 minutes to one and one-half hours.

Results

Reliability. The mean percentage of interrater agreement on observations utilizing the EASI (Goetz, et al, 1990) across three of the eight students was 96.4%. The mean percentage of agreement on observations of the same three students with the Engaged Time Scales (Hunt and Farron-Davis, 1992) was 99.5%. Interrater agreement was calculated by dividing the number of agreements by the number of agreements plus disagreements and multiplying by 100. Reliability checks were conducted on 37.5% of the total observations.

Cost Data. The first hypothesis of the study, that inclusive educational programming would not cost significantly more than integrated special class placements for students with similar needs was upheld. In fact, using average costs for each group, the special day class program cost $950 more per pupil (13%) than the inclusive program. Table 5 depicts per pupil costs for the pairs in each group across the categories of the INCAS.

[Insert Table 5 here]

There were notable differences in specific cost categories across the two groups as depicted in Table 6. For example, personnel and space cost significantly more for special class students than for included pupils, while instructional supplies and planning time costs were appreciably higher for the included group.

[Insert Table 6 here]

Table 5

Per Pupil and Pair Costs Across Categories

	Student #/ Category	Personnel	Instructional Supplies	Transportation	Space Costs	Curriculum Development	Staff Development	Other Planning Time	Total With Transportation	Total w/o Transportation
Pair A	**#1. (SC)**	**6361**	**76**	**2468**	**415**	**-0-**	**-0-**	**1468**	**10,788**	**8320**
	#5. (I)	**4138**	**101**	**2468**	**129**	**75**	**-0-**	**1344**	**8255**	**5788**
Pair B	**#2. (SC)**	**6130**	**77**	**No Bus**	**416**	**-0-**	**-0-**	**1032**	**NA**	**7654**
	#7 * (I)	**(5086) 2928**	**101**	**No Bus**	**124**	**-0-**	**-0-**	**1344**	**NA**	**(*8176) = 6 hr fullday 4497 = K hrs (.55)**
Pair C	**#3 (SC)**	**6104**	**68**	**2468**	**400**	**-0-**	**-0-**	**1468**	**10,508**	**8,040**
	#6 (I)	**4069**	**101**	**2468**	**144**	**-0-**	**-0-**	**3037**	**9876**	**7408**
Pair D	**#4 (SC)**	**6704**	**78**	**2468**	**421**	**-0-**	**-0-**	**1368**	**11,039**	**8571**
	#8 (I)	**6009**	**101**	**2468**	**108**	**-0-**	**-0-**	**1194**	**9880**	**7412**

Note: *5086 = Were the prorated personnel costs if this had been a full day program. The Kindergarten program was 3 hours long. I = Inclusion; SC = Special Class with Integration.

Table 6

Average Category Costs by Group

Group	Category	Average Cost	% Difference
I		$4,826	
SC	Personnel	$6,325	31% Higher
I	Space	$126	
SC		$413	228% Higher
I	Supplies	$101	35% Higher
SC		$75	
I	Planning Time	$1,730	30% Higher
SC		$1,334	

The differences in three of these categories are a clear function of each setting. For example, space costs per pupil were determined by dividing the total annual cost per classroom for maintenance, water, electricity, heat and janitorial services ($3,600) by the total number of students in each class. In inclusive classes, this ranged from 28 to 34 students, thus yielding the average modest amount of $126. In special classes, the same size classroom was utilized for nine/ten students with an additional cost factor calculated on the basis of each student's percentage of time integrated in a particular general education class.

In the case of supplies, the investigators utilized per pupil monies allotted since it would have been impossible to collect data on the amount of paper, pencils, etc. utilized for individual students. These allotments differ for general education and special education students. Both allotments were used for the inclusive students' per pupil cost of supplies. The special education allotment plus prorated amount of general education supply allotment (based on percentage of time present) was used for special class students. In other words, Included Student #8 had the special education allotment of $44 plus the general education allotment of $57, for a total of $101. Her counterpart in the special class group, Student #4, had a special education allotment of $67 (higher than student #8 to include community-based expenses) plus 17% of the general education $57 allotment, since he spent 17% of his time in a fifth-grade class. His total allotment was $78.

Planning time costs were higher for included students, since the team was planning for a full day of school (100%). Special class students were integrated into general education an average of 36% of the time. The range was from 17% (student #4) to 47% (student #2). Only 30% more resources were required on average for included students in order to plan for 64% more time in general education. In addition, one included student's planning team time accounted for nearly 50% of the total planning time cost for four students. This team met for more time per month (three hours) and involved more professional and paraprofessional staff than any of the other teams.

There was an 82% difference between the average cost of paraprofessional time for the special class group ($2,296) and the included group ($1,265) In contrast, the general education teacher time or resources spent per student was 65% higher for the included group ($1,649) than for the special class group ($1,005). Included students were not receiving fewer related services. The average cost of these was $748 annually for included students, and $460 for special class students, with included costs 63% higher.

In addition to determining the total and mean costs of resources per student, we determined average general education and special education resources expended per student with severe disabilities as well as the special education resources expended on general education students. Table 7 depicts mean costs for each area.

[Insert Table 7 here]

Table 7

Annual General and Special Education Resource Contributions

Group	Special Ed to Special Ed Students	General Ed to Special Ed Students	Special Ed to General Ed Students
Included	$4,487 per pupil	$2,708 per pupil	$1,655 per general ed class ($59 per student)
Special Class	$6,894 per pupil	$1,253 per pupil	$138 across four general ed classes $34.50 per class ($1.23 per student)

General education contributed more than twice the amount in resources for included students as for special class students, and special education contributed only 65% as much in resources for included students as for special class pupils. This finding parallels the contrast in proportion of student time in the general education classrooms (x = 36% for special class students, 100% for those included). The resource benefits accrued to the general education classes and students from special educators in the respective situations were also quite different. In the inclusive setting, special education teachers and paraprofessionals reported on the instructional time they spent with small and large groups of students, groups which did not always involve the included student. These data were then translated into hours per year with general education students using an average class size of 28 across four classrooms. This figure was $59 per student annually or $1,655 per inclusive classroom. In contrast, special class teachers and paraprofessionals spent their time only with the integrated student from their class, and faded this support out almost entirely over time. As a result, the only reported use of resources for general education students was teacher time (6 hours) providing some preparation of students to receive the student from the special class. This took the form of activities, presentation of information, and discussion, and translated to $138 over the year, or $1.23 per student, only 2% of that provided by special educators in inclusive classes.

Student Outcomes

Perceptions of Achievement. There were no differences between inclusive and special class/integrated groups in perceived achievement. Table 8 depicts the point values attributed to the team's responses regarding completion/good progress/some progress. Corresponding questions regarding generalization and initiation were responded to positively in nearly 100% of the cases for both groups, so these data are not depicted here.

[Insert Table 8 here]

Table 8

Perceptions of Achievement Scale Data

Student #	Special Class	Student #	Included
1	15	5	13
2	11	6	12
3	12	7	14
4	12	8	9
	50 points		48 points

Note: Completed objectives = 3 points; good progress = 2 points, some progress = 1 point.

Social interaction and engaged time. Six of eight hypotheses were sustained by the data on social interactions and engaged time. As indicated in Table 8, included students demonstrated more reciprocal interactions with nondisabled peers and general education teachers than their special class peers, and less interaction with special education teachers and paraprofessionals than special class students. This last finding corresponds with the cost-resource findings summarized above.

In terms of engaged time, included students also participated in more academic activities than their special class peers and were with others (less alone) than students from special classes.

The hypothesis that included students would initiate more reciprocal interactions that their special class peers was not upheld nor was the hypothesis that included students would be more actively engaged/less passive than the special class students. Integrated (special class) students were more actively engaged (less passive) than included students, and initiated more reciprocal interactions than included students. These data are also depicted in Table 9.

[Insert Table 9 here]

Table 9

Observational Data

	Included					SP. Class Integrated				
Student #	**5**	**6**	**7**	**8**	**x**	**1**	**2**	**3**	**4**	**x**
Category					Social Interaction					
Student Initiated Reciprocal	.13	.14	.10	.15	.13	.34	.18	.04	.14	.17
*Reciprocal With Peer	.39	.59	.16	.39	.38	.11	.34	.50	.13	.27
*Reciprocal With Gen. Ed. Teacher	.27	.41	.49	.36	.38	.21	.14	.09	.09	.13
*Reciprocal With Sp. Ed. Teacher	.04	-0-	.08	.09	.05	.14	.09	.25	.03	.12
*Reciprocal With Para	.30	-0-	.27	.04	.15	.48	.24	.08	.62	.35
					Engaged Time					
*Alone Total	-0-	.02	.04	.05	.027	.04	.04	-0-	.10	.04
*(With Others)	100%	.98	.96	.95	.97	.96	.96	100%	.90	.95
*Academic Activity	.77	.74	.61	.59	.68	.55	.30	.51	.48	.46
Not Engaged	.12	.32	.09	.03	.14	.11	.15	.01	.03	.07

* = Hypothesis held

Discussion

There were two overall important outcomes of the current pilot study: inclusive education program costs were actually lower than the special class program costs in this district, and included students were experiencing at least as positive outcomes from their educational programs as were the special class students. These results must be interpreted with caution given the student sample size and the nature of the data collection and analysis process, as discussed below. However, the results raise some interesting points for further elaboration as well as key questions for future investigations.

First, personnel category cost differences could be accounted for to a significant extent by the difference and amount of paraprofessional time spent with small groups of students in the special class, as opposed to paraprofessional time spent both with the included student as well as with small and large groups in the general education class. It is interesting to note the different use of paraprofessional resources across the settings, particularly since there is a prevailing assumption that inclusion will mean an increase in 1:1 support needed by previously segregated students. This was not the manner in which these resources were utilized for the majority of time in inclusive classrooms.

In terms of costs and benefits accrued, it is provocative to note that while planning time and its costs were comparable across settings - given the respective amounts of time students were participating in general education - the general educators with special class students reported that they were largely unaware of students' IEP objectives. This stood in marked contrast to the awareness of general educators of the objectives of included students. One could reasonably argue that included students are likely to get higher quality instruction from an informed individual than from a teacher who is uninformed about a student's educational needs. General education teachers of integrated special class students talked mainly about the social value of the students' participation during the team interviews (Halvorsen, et al, 1994) and sometimes expressed surprise about specific objectives as they were discussed. Not surprisingly, they were generally unable to voice an opinion about the student's progress on these objectives.

We would argue that we are getting a much greater "bang for the buck" with the included students in this study. Their IEP objectives had been prevalent in planning the students' program design. Teachers knew where the goals were being addressed and when, through their ongoing team meeting process. The lack of information of the general educators of integrated or mainstreamed students highlights one of the critical differences between traditional mainstreaming/ integration and inclusive education: that included students are expected to be participating members of the class, with appropriate supports (e.g. curricular adaptation) and strategies to meet their educational needs. The included student is not simply present for "social reasons." The latter would seem to be an inadequate rationale to support a student's being integrated for 47% of the instructional day, or even for the average of 36%. The authors feel strongly that we are doing both educators and students a grave disservice when we fail to inform members of the educational team of critical information.

It was also interesting to note the differences in types of objectives that appeared on the IEPs of students in each group. Although a formal content analysis was not conducted, a tally of the randomly selected objectives used in the POA indicated that more of the included students' objectives were academically related, as would be expected by the activity data collected in the Engaged Time observations. Further review of these objectives indicated that special class students also had objectives related to ceasing specific behaviors (stop thumb-sucking, stop whining). Included students did not have any of this type. This may simply indicate a difference in objective-writing style, as the included students' objectives were all written as positive behavior statements, or it may indicate a difference in focus or emphasis. For example, the inclusive support teacher may be focusing more on proactive objectives, i.e., what the student will do, rather than what s/he will not do, reflecting best practices in terms of instructional program development and implementation (Hunt, Goetz & Anderson, 1986). The sample and observation period were both too limited to make conclusions about this. However, we believe that general educators will find positive statements about behaviors and skills to be learned more understandable and workable than statements about behavior removal.

The observational data collected utilizing the EASI (Goetz, et al, 1990) and Engaged Time Scales (Hunt & Farron-Davis, 1992) presented some interesting issues. Our hypothesis that more student-initiated reciprocal interaction would occur in inclusive classrooms was not upheld, nor was the hypothesis that students would demonstrate a higher level of active engagement in inclusive classes (See Table 9). There are several possible explanations. The investigators observed that the general education classrooms tended to be teacher-directed, face-front situations, with a large proportion of lecture and/or individual seat work during the periods when data were collected, thus diminishing opportunities for appropriate interaction initiated by students. This was generally true across the two inclusive schools and the school with special class students, however, special class students also spent an average of

64% of their day in special education environments. Small group work in these settings and the informality of the classroom climate may have provided increased opportunities for student initiation there. This would also explain the differences in terms of engagement, or lack of it. Students in a didactic classroom lecture are frequently less engaged than those involved in structured group work (Hunter, 1982; Slavin, 1991). This applies to all students, not only those with disabilities, and raises the critical issue of effective instruction. Many of the teachers in the schools studied were self-described as "traditional" in style and less likely to be involved with activity-based cooperative group instruction in core subjects. An important area for future study would be a comparison of engaged time and student-initiated interaction in traditional and cooperatively grouped classrooms. Such an investigation would require both clear definitions of the parameters of traditional and cooperative, activity-based instruction, including expected proportions of instructional time spent using these strategies, and matching of included students on specific variables such as communications modes, etc. It would be extremely valuable to collect these data on a sample of general education students in each environment as well.

Without such data, we cannot offer specific conclusions, but we can state our conviction that the inclusion of students in general education should not result in less active opportunities for appropriate learning. The staff resources that inclusive education brings to the general education classroom can provide new opportunities for alternative instructional strategies as rapport builds between the players, and some co-teaching becomes possible (cf. Rainforth, 1992).

Finally, specific circumstances occurred which may have influenced the outcomes for included student #6, whose high level of non-engagement stands out

(.32). A review of the data indicated that the student was observed one day when a substitute teacher was present and the second time when two grades were combined for a foreign language activity. It was also atypical that these randomly selected periods occurred during times when she did not have special education teacher or paraprofessional support present, although she was receiving this in-class support for an average of 1.4 hours per day. In retrospect it is clear that additional observation times should have been selected for her to ensure observation of more typical situations.

Limitations. There were numerous limitations in the current study, the most obvious of which was the small sample size of students and the single district. A second limitation was in the use of new instrumentation, some of which was piloted here for the first time. The use of the cost analysis instrument in this context was instructive for future investigators. For example, documents (e.g., schedules) and staff interviews were the primary source of information about the amount of time spent by personnel working with specific students. The only way to be assured of the accuracy of such estimates would be to conduct time-sampling observations of the various teachers and support staff in these settings. This was beyond the resources of the current study, and so it is important to note that the times and thus resources attached to the amounts of time are teacher or staff estimates.

Another limitation in the data collection is the fact that only direct classroom services/facilities data were collected. For example, principal time, school psychologist assessment time, and district special education administration times were not collected or evaluated. Thus, per student costs do not fully reflect total program costs. We were interested most in actual hands-on classroom costs, and chose to consider related costs a constant for the purposes of this initial investigation.

Special class and included student groups groups in this study were very heterogeneous in nature in terms of student needs. This is a positive program feature and one which enabled the comparison. This may also be the reason why average costs of each program were lower than some reported costs. In other districts, currently included students may be those with multiple, low-incidence needs, and there may be no comparison group attending special classes. As a result it may appear that the inclusive program is a highly expensive one. The reality may be that it is expensive to meet these students' critical needs regardless of their placement. In our experience we have found that these students' many needs for technology and communication support may be being fully met for the first time in the general education class, where the classroom teacher adds an additional voice advocating for these services. The more visible students are, the more obvious their needs for specific services or adaptations. For this reason, with students who experience multiple disabilities, we may see an "artificial" rise in program costs at the outset of inclusion.

Finally, this district was a participant in a federally funded technical assistance effort with the state of California (PEERS OUTREACH, #H086U20023), through which training resources were received, as well as some monies for released time. For this reason, some of the start-up costs that are inherent in any innovation did not present additional expenditures. At the time of data collection, inclusive education had been operating at these schools for two full years. The district continues to have an Inclusive Education Task Force, has developed and adopted a handbook on inclusive education and has a memorandum of understanding with the teachers' association regarding inclusive practices.

In conclusion, the initial investigation demonstrated that inclusive education does not cost more under these conditions and did result in equivalent or better outcomes for students with severe disabilities.

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APPENDIX Q

Friendship evaluation manuscript (DRAFT)

PEERS Outreach Project
Friendship Study
9/95

I. Abstract

The number of students involved in fully inclusive educational settings is rapidly increasing in California and throughout the nation. Benefits of inclusive education in terms of acquisition of academic, motor, communicative, social and life skills are postulated by advocates and are the focus of research efforts. One rationale for inclusive education advanced regards the development of a social network of friends which is made possible by students being educated together and sharing a common history and experience. The intent of this study was to examine the friendships of students with severe disabilities in inclusive settings to identify how they are viewed by the student, the student's friends, parents and educators involved; to identify the natural and adult facilitated supports to encourage and maintain friendships; to identify how adults may support or hinder the development and maintenance of friendships and to determine what steps adults can take to support friendship outside of schools. Data were gathered through an interview process involving six students with disabilities, their parents, one identified friend for each student, their general education teacher and special education inclusion support teacher.

II. Introduction

Services for students with severe disabilities have undergone rapid changes in recent years. The approach to education for students with significant cognitive, communicative, motor and social challenges has moved from a primarily segregated, developmental service system to increasingly integrated services, and more recently towards the inclusion of students as members of age-appropriate general education classrooms. While there is strong empirical evidence to support the integration of students with severe disabilities in terms of communication, social and cognitive skill development (Halvorsen & Sailor, 1990), many of these references concern students who have been integrated into activities with general education students for part of the day. In these integration or mainstreaming efforts, students were members of a special class and periodically went into the general education classroom for non-academic subjects or participated in school-wide activities such as lunch or recess. While we have learned a great deal and there have been definite benefits through this process, there are also some less than positive outcomes (Schnorr, 1990).

It is clear that one major purpose of special education is to support the acquisition of basic skills in cognitive, social, communicative and motor areas as well as those domestic, community, recreational and vocational skills that support an individual's participation in their community. A second purpose that is becoming more evident is the development and maintenance of a strong natural system of support that ensures continued success and active involvement in an interesting life (Baer, 1993). For most of us, our strongest system of support lies with the friendships we've developed. Friends serve a great many roles in our lives- confidants, advocates, listeners, advisors, sharers of our joy and pain, and points of entry into new experiences. Students with severe disabilities who by definition need additional support, and who have limited opportunities to develop natural support when separated from non-disabled peers throughout the school years, often leave the school system with a very limited circle of support outside their family and the professionals involved with them. It is critical that families and educators take seriously the responsibility of facilitating the development of friendships, or at least do not hinder those critical relationships from developing.

Contrary to integration and mainstreaming efforts from a special class, which is often not in the student's home school, inclusive education concerns students who are full participants of age-appropriate general education classrooms in their home schools (Neary & Halvorsen, 1994). This distinction is critical in terms of the potential for the development of friendships which sustain outside the school setting. The development of friendships requires people to spend time with one another and to share a history of experiences. Inclusive educational environments provide this opportunity.

Literature on friendships

Much of the literature on inclusive education in terms of benefits to students with disabilities has focused on gaining communicative, social and academic skills (Cole & Meyer, 1991, Haring, 1991; Halvorsen & Sailor, 1990). Inclusive education represents the expected and necessary next step in a history of progressive integration which continues to demonstrate increased acquisition and maintenance of relevant communicative, cognitive and social skills. In terms of students without disabilities, the literature has focused on a number of outcomes including tolerance of others, development of personal values, responsiveness to the needs of others, improved self-concept, acceptance of differences and others (Helmstetter, Peck & Giangreco, 1994; Peck, Donaldson & Pezzoli, 1990; Biklen, Corrigan & Quick, 1989; Murray-Seegert, 1989). These outcomes are welcome and serve to affirm the benefits of inclusive education for all students, and they begin to expand our understanding of the potential for sustaining relationships among students with and without severe disabilities.

Limitations of this literature to date

Friendships are difficult to define. They seem to take different forms at different ages and there appear to be varying degrees of friendships (Field, 1984, Howes, 1983). They are critical to children's' personal and social development, however (Hartup, 1975) and for that reason are worth our attention. The literature to date on social interactions and friendships is limited, particularly between students with and without disabilities. While we have examined the types of interactions found between students with disabilities and their non-disabled peers in integrated and inclusive sites , there has been little focus on *friendships* and how friendships develop between these students. We also have very little information on the types of things that either facilitate or hinder friendships and what role adults have(or don't have!) in this process; the contexts that support students getting to know one another and how we encourage non-disabled students to move beyond being helpers and tutors.

Evaluation intent

In the present study, it was the intent of investigators to gain additional insight into friendships in order to ensure that our efforts as educators and family members facilitate their development or at the least, do not hinder them. A number of key questions were critical to this effort including ascertaining some idea of how friendships are viewed by adults involved with these students- parents, special and general educators- and the students themselves.

1. What does a friendship look like at different ages? Feel like?
2. How do friendships develop?
3. How do children get to know one another?

4. Are there situations, settings, learning approaches that support or hinder friendships?
5. Do our most common strategies for encouraging interactions between students with and without disabilities, such as peer tutor programs, circles of friends, assigned helpers, PALS clubs- work to develop "little teachers" or actually result in "true friendships" which are reciprocal in nature?
6. What helps to maintain friendships beyond an initial "honeymoon" period?
7. What helps to maintain these friendships outside the school setting?
8. Whose role is it to facilitate friendships outside of school?

III. Method

Participants and settings

Participants in this study were selected from school sites directly involved in the PEERS Outreach Project for Inclusive Education (H086U20023; 1992-95) a three year, federally funded project through the Office of Special Education and Rehabilitation to work with eight Northern California school districts to create inclusive educational options. As part of this effort, school sites were involved in specific project activities including establishing district and site level planning with parents as active participants to develop a comprehensive plan to support inclusive education at the district and site level. This proactive approach allowed those involved to establish a service system with the best opportunity for success. The focus of this evaluation is on friendships in inclusive settings, and in order to ensure that friendships were examined in the context of inclusive educational environments, it is critical to define what is meant by inclusion so that it is not confused with mainstreaming or integration efforts. The PEERS Outreach Project, has developed a list of defining guidelines for inclusive education. (Appendix A). These serve as a context for speaking about friendships in inclusive settings and examining the factors that impact those friendships. Key indicators identified in these guidelines include criteria specific to this study. Each student involved attended school in a chronologically age-appropriate classroom in their home school. There was an identified special education inclusion teacher who supervised their educational program and additional support was provided to implement their IEP. The special education support teacher was responsible for no more than ten students at no more than three school sites.

In terms of the selection of the specific students for this study, parent approval was required. This was critical because of the nature of the interviews. It was at least the second school year that each student had been included and parents of selected students were involved on individual student planning meetings with cooperating general and special education teachers.

Participants included four elementary students ranging in age from seven to twelve and two junior high school students, fourteen and fifteen years old. Three of these students were interviewed as part of this study. The other three students were not interviewed because their communication abilities would have required extensive interpretation. Others interviewed as part of this study were the parents of each student with disabilities; the special education support teachers involved, each elementary student's general education teacher, and one or two cooperating general education teacher for each of the two junior high school students; and one friend of the student with disabilities. The friend interviewed was selected through the following process: First, if possible, the student with disabilities identified the friend. When not possible, suggestions were provided by the parents, the general education teacher and the special education teacher and a friend was selected that was common to all. Finally, the parents of the friend granted approval for the interview.

Instrument development

Five interview instruments were developed for this study (See Appendix B). All are open-ended in format and range from 10 to 13 questions, some of which are multi-part questions. There was a different interview for each person with the exception of the general and special education teachers who responded to the same set of interview questions. The interviews were developed by examining several samples in the literature, e.g. Mar, Sall, Rowland & Milian-Perrone, (1993), and incorporating questions of interest to the project staff.. The draft interviews were provided to the project advisory board, which included parents, general and special educators, administrators and university staff, for review and feedback. Revisions were made by PEERS Project staff. Questions focused on determining who friends were, what these friends did together, what support was provided by school, home and/or community and what opportunities existed both in school and in the community for friends to get together.

Data Collection/Interview Process

Project staff contacted the parents of students selected according to the criteria above to discuss the purpose and process of the evaluation and to gain approval to conduct the interviews. The actual content of the interview questions for other interviewees was not disclosed, however parents were given the general thrust of the interviews. Interviews were scheduled with each participant and were conducted by project staff either in person or by phone. All interviews were completed between April and June of 1995. Interviews ranged in length from approximately twenty to ninety minutes. They were conducted in the student's home or at their school site. Each interview was conducted separately from others so that unbiased responses could be attained with the exception of one student who was interviewed in the presence of his mother. One student used facilitated communication with an instructional assistant facilitating to respond to questions. Interviewers asked for clarification on interview questions when called for.

Data analysis

Following completion of the interviews, project staff individually examined interview worksheets with notes for common themes. A third reviewer, who had not participated in the interviews, also examined the interview notes for common themes. For each theme identified, responses were listed to support that theme.

IV. Results

Broad Themes

1. **Parents play a critical role in encouraging/facilitating friendships.**

   a. Students whose parents take an active role in establishing and participating in circles of friends activities are more involved both inside and outside school.

Supporting comments:

Jan's parents have established the lunch program and circle of friends. This started in elementary school and continues in J.H. Activities usually take place at their home. In response to what adults at school have done they said, "Not much". They also said school staff should "involve themselves in circle of friends activities".

Jan's general education teacher noted that social activities are going on outside of school and are "just things Inger and Bo set up". and also noted that circle of friends activities are "generated by Inger".

Jan's special education teacher noted that the social activities going on outside school are "usually activities that parents arrange through Jan's circle of friends"

Anna's mother supports her in Dance Connection, held after school.

Parents note that mom and dad supervise friends to support her in activities outside of school. They also arrange many of these.

Anna's general education and special education teachers also noted that parents organized most of these activities. "Parents have kids in all the time, working on projects, overnights, trips. (ie. Party to celebrate no seizures).

Aaron's parents state that circle meetings are held after school at his home.

Parents also stated that they (parents) don't entertain that much and that may make a difference in the frequency of friends coming over.

Tosh's mother (Tina) "has organized activities to date, mostly" His mother stated that "outside of school is up to the parents". Tosh gets together outside of school "every other weekend, at least once a month, either (they) come over or see (him) at the park".

His general education teacher stated that Tosh had "invited kids to birthdays". She also stated that parents usually organized these activities.

Katie mother got funding through the regional center for a person to support her at a Y Teen club. Her friends joined the Y because Katie was there.

Katie's family lifestyle does not involve many interactions with friends.

Kevin plays with his twin's (Kyle) friends at his home.

b. Students get together primarily at the home of the student with disabilities.

Anna's family report that most of her activities are at Anna's home.

Jan's family arrange lots of activities for him at his home.

Kevin plays when his brother has friends over.

Tosh's friend reports that he still hasn't gotten over to his house yet.

2. Providing structured activities in school encourages friendships.

Supporting comments:

Katie's general education teacher stated that "last year when doing Romeo and Juliet, she had kids over".

She also helps prepare bagels at school, sells candy grams and year books as part of her social opportunities. Coffee and tea service for teachers at school. English offers collaborative group activities.

Katie's general education teacher reported that her support group was high status when it was going.

A support circle was set up for Katie. Circles were rotated to different grade levels; on meeting for kids at each level.

Katie noted that she wished she had a support circle this year. She wants to have it at the high school.

The general education teacher reports a homework club after school along with the Drug Abuse Prevention club. It was also noted that circles of friends was held last year.

Katie makes announcements at school

Anna's pit crews, held once a month are reported to facilitate friendships. Other kids are pulled to do adapted PE with her to facilitate friendships.

Musicals and rehearsals are reported by the general education teacher along with group work in class to be social opportunities.

The special education teacher reports that "pairing up with a partner has worked well in the past for class work and school jobs" to facilitate friendships.

Aaron's parents stated that he enjoyed the lunch group he was involved in with his friends.

PE rotation helps other teachers to work with Aaron. Teachers ask other students to work with Aaron.

Staff ensure that Aaron is placed in classes with friends. They also encourage others to have lunch with him.

Jan's parents felt that the school should "involve Jan in more school job opportunities-ie. putting up the flag".

Jan's special education teacher reports that his teachers allow others to help him and pair him with others. The work is project oriented, group work is common.

Jan- Day on the Green, Popcorn parties.

Morgan set up a signing club-directed and taught it.
She showed others how to use his communication book.

Tosh's parents note the partners he has at school, the signing club, spring concert- as facilitating friendships. His general education teacher reports on partner work on the computer. "Computer use kept kids interested".

Kevin's parents report changed seating arrangements at tables, pairing as math and science buddies as facilitating friendships.
His special education para reports that partners, seating, choice time facilitate friendships.

Kevin's parents ensure that he brings in many things to share with his class.

b. Special education staff have primary responsibility for organizing friendship support circles.

Kevin's para-professional gets him involved in games.

Morgan organized signing club.

Aaron's special education teacher and parents set up his circle of friends and lunch activity.

Lauri organized circles of support for Katie.

Anna's pit crew is organized and facilitated by her special education teacher. Special education staff ensure she's involved with others at recess.

Special education staff pulls Anna to do PE with peers.

3. Providing structured activities outside of school encourages friendships.

Supporting comments:

Aaron's circle meets outside of school for food and activities. (See special education teacher, parents, friends comments)

Anna's parents arrange activities for her and her friends at her home.

Other friends have arranged parties for her. (Parents and general and special education teachers report this.

Her friend also reports on activities with her family-bike ride, visit to hardware store.

Jan's parents, and both special and general education teachers report that the family arranges for activities outside of the school.

Jan's friend reports that they go to a number of activities outside school including a youth group at church, her recital, etc.

Tosh's parents report that parties outside of school are important to facilitating friendships. His teacher also reported that he invited kids to his birthday.

Tosh gets involved in bike riding, meeting kids at the bus, yard play. One birthday party was a bike party.

Kevin's family also reports that birthday parties also are important.

Kevin plays with his twin's (Kyle) friends when they're over.

Katie's family reports that movies, playing board games, watching a video are important.

Katie organizes activities and calls people to do them with her.

4. **Classroom learning structures can be organized to support friendship development.**

Tosh is give a leader position in lessons.

Tosh-class job with partner; recess, drama and music class; partner of day, lunch.

In Kevin's groups, the rule is a student must ask others in the group prior to asking the teacher; lunch, taking turns with his talking computer, field trip partners.
Desks are changed in clustering students. Teachers look at who interacts best with him in determining cluster arrangement
Peers assist Kevin in transitions
Math and science buddies

Cooperative groups and partners for activities were reported by most.

Morgan co-teaches classes 1 hour per week.

Katie- homework club; DARE, collaborative groups in class.
Teachers suggest getting together, point out common interests, likes, experiences on an ongoing basis.

Anna- chorus, band, musicals, rehearsals. PE with peers.

Aaron-field trips,

Tosh-buddy reading; computer partners.
Showing others how to use a conversation book
Using things for Tosh that are appealing to others.

5. **Friendships are developed/maintained with other students with disabilities.**

Supporting comments:

Aaron, Anna, Jan, Tosh all continue to have friends with disabilities in their life who they do things with.

Tosh and his friend Amy are like brother and sister. Tosh's mother used to take care of her. She asks for him a lot and they go to each other's homes a lot.

Kevin has a friend with autism who does things with him and his family a lot.

Jan sees Brian at school and at home. His mother reports that his friendship is very comfortable; similar personality, known each other for a long time, since special center days.

Katie's mother wonders if she had someone..... have we set her up?

6. There are a variety of ways friends define friendships.

Supporting comments:

He's pretty cool, he's my best friend.

Want a friend who knows everything about you, who you can tell everything to

Friends look out for one another

She's really stubborn and wants to do what she needs to do. I just want her to get out of it.

Teachers/Parents
Friendships change over time; friends do other things, boy/girl friends
Not as many social relationships as in elementary school.

Friends don't cut each other any slack

Friends share activities, life space,

Friendships cross gender

Common activities; attracted to other kids with similar interests

Mutual respect

Kevin used to avoid sharing things he likes, now he's open to sharing

He's tolerating kids more-he'll touch their faces

She give hugs and support, we'll miss her

His friends are beginning to look out for, care for each other; They're beginning to recognize and appreciate individual gifts and strengths.

Kids who do notice and appreciate things about others also seem more reflective about their own behavior

Case studies

Student 1 has attended an inclusive educational program since pre-school. She was attending the fourth grade in a suburban elementary school in North Central California. She uses a picture system for communication.

Student 2 has also attended an inclusive educational program in the same suburban elementary school district for six years. He uses facilitated communication with his special education teacher, parents, instructional assistant and a few friends.

Student 3 has attended an inclusive educational program in a suburban elementary school in North Central California for four years. At the time of the interviews, he was in the 7th grade in the same school district. Prior to his participation in inclusive education, he attended a special center in the county and was integrated over to his elementary school for parts of the day starting in the second grade.

Student 4 was a second grade student enrolled in a magnet school in an urban school district in Northern California. He uses an alpha talker and some sign language. Prior to this elementary school experience, he attended a pre-school program in a special classroom.

Student 5 was a first grade student in an urban elementary school in Northern California. Prior to his two years in this school, he was involved in an integrated preschool.

Student 6 was an eighth grade student in an urban Northern California school district. Previously, she has been included at a pre-school program and an elementary school in the same district.

V. Discussion

There were several limitations in this study that revolve around the narrow selection of friendship situations. All students were attending schools that were participating in the project. These sites has received technical assistance support and staff had received training on strategies to support students. Some staff had also received training in facilitating peer supports. Parents were involved throughout the entire change process at these sites. The fact that these parents were so involved in the planning and implementation of inclusion may have had an impact on the opportunities they provided for friendship development.

The number of students involved in this study is small and themes cannot be extrapolated with a sample this small. Although the themes generated have also been noted in other areas the project staff have been involved in, no conclusions are made here for any other area.

Finally, project staff completed the interviews. There is always the possibility that respondents were attempting to say what they believed the staff wanted to hear, however the number of people responding supports the common themes generated.

APPENDIX R

San Francisco Unified School District: Training recommendations of task force

SFUSD

Inclusive Education Planning

Task Force Recommendations
on
Inservice Training Needs

January, 1996

SFUSD Training Recommendations

Audience	Content Needs	Time/Resources	Schedule
Principals/Vice Principals (current & targeted schools)	Awareness level • Rationale and definition • SFUSD plans and status • Support needs and model • How service delivery looks • Ownership by school • Outcome information	1/2 - 1 day Principal to present with school team. Sped and Confed (Ann)	Spring 1x Fall 1x
School level staff & parents (current and targeted schools)	Awareness level • Rationale & Definition • SFUSD plans and status • Support needs and model • What it looks like in class • Outcome information	Faculty meetings, SIP day Utilize Sped, Confed and school staff, parents	2x year Spring for next year (by April) Fall for all involved schools

Audience	Content Needs	Time/Resources	Schedule
Schools level teams Staff and parents (current and definite for following yr. WHO: • Sped support teacher • (Principal) • Parent(s) • Gened teacher who have/will have students • Paraprofessionals • DIS	Implementation Level: • Needs assessment • Change process • Best practices • Instructional & curriculum strategies • Roles and responsibilities • Team process • Friendship building strategies • Positive behavioral intervention	Released time Summer Institutes Faculty mtgs. SIP days (combination of above with at least some sub coverage) 1-5 days based on school needs assessment	Spring-summer for targeted schools prior to inclusive program Schedule over Fall & Winter for current programs Offer institute possibility to all (criteria etc.)
Paraprofessionals	Implementation Level: • Roles & responsibilities in inclusive classrooms • Communication skills • Positive behavioral intervention & support • Curriculum strategies • Working with typical students	1/2 day 2x yr. • Sped teacher facilitators • Sped office • Gened teacher facil. • Confederation (Ann)	Fall Spring

Audience	Content Needs	Time/Resources	Schedule
• Related Services Staff (Those not directly involved in team training or in school level awareness trainings) and • Intake Staff • Other Sped Staff (SDC teachers, RSP)	Awareness level • Rationale & definition • SFUSD plans & status • Support needs & model • Service delivery • Overview of best practices • What inclusive ed looks like in classrooms • Outcomes for students & others	1/2 day 1x yr. or at series of their staff mtgs. Sped & school staff, parents Announcements: Before any speech mtg.	Fall or Spring or through yr.
Board of Education, CAC	Awareness level • Status & plans in SFUSD • Outcomes (Rationale) • School stories	Sped Director & staff Parents, teams to present at meetings	At least 1x year for each; preferable 2x yr.
Parents/Guardians (Those not targeted by either school level, team trainings or CAC info presentations)	Awareness level • Rationale & definition • SFUSD status & plans • Service delivery & support • Strategies in class to meet needs • District procedures re: inclusive ed	• Sped District staff • School teams (staff & parents) • Confed (Ann) • Center • Support for families Resources info handbook etc.	At least 2x yr.

Audience	Content Needs	Time/Resources	Schedule
Preschool: parents & staff	Awareness level • Rationale & definition • SFUSD status & plans • Service delivery & support • Strategies in class to meet needs • District procedures re: inclusive ed	• Staff mtgs • Parent mtgs (information night) • Sped District staff • School teams (staff & parents) • Confed (Ann) • Center • Support for families Resources info handbook etc.	2x year
GLOBAL Anyone from any school	Awareness level • Rationale & definition • SFUSD status & plans • Service delivery & support • Strategies in class to meet needs • District procedures re: inclusive ed	• Sped District staff • School teams (staff & parents) • Confed (Ann) • Center • Support for families Resources info handbook etc.	Do 3x year 3:30 - 5:00 Large audience

APPENDIX S

Colusa evaluation of inclusive education

COLUSA COUNTY SELPA FULL INCLUSION SURVEY

MAY 1993

Tom Neary
Coordinator, Special Education

Full Inclusion Task Force

Anthony Katsaris
Pat Hamilton
LaTroy Justeson
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Tom Neary

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Full Inclusion Survey
May 1993

Background

During the fall of 1992, Dr. Vickie Barber conducted an evaluation study of the Colusa County SELPA at the request of the SELPA Council. The report, An Independent Evaluation of the Colusa County Special Education Local Plan, (October 1992), provided the SELPA with information on the present governance, the financial condition, the service delivery system, transportation, housing and full inclusion. The evaluation also assisted the SELPA governing body in identifying additional information it needed to make decisions. One area of interest concerns the manner services are delivered for students with disabilities, specifically regarding the practice of full inclusion. The SELPA council directed that a task force evaluate the full inclusion service delivery across the SELPA and gather any relevant research information published on full inclusion.

Full inclusion by definition, refers to the provision of individually determined special education services in age-appropriate general education classrooms in a student's home school. Students are members of that general education classroom and are provided necessary supplemental aides and services to support their participation and ensure that their specific needs are met. They are not mainstreamed from special classrooms. The PEERS Project, a federally funded statewide systems change project, has identified guidelines for full inclusion or supported education based upon the experiences of systems that have been providing inclusive services for several years. (See Appendix A, Inclusive education/supported education).

Nationwide Research

Inclusive education is relatively new, particularly in terms of the definition proposed above and research is only now beginning to emerge. There is a wealth of information on the benefits and practices of integration that establishes the importance of continued movement toward integration and away from segregation of students with disabilities. In fact, Halvorsen and Sailor (1990) reviewed 262 studies related to integration and found benefits in nine areas including degree of integration in the next environment; social development; affective development; interactive social development; parental expectations; proportion of IEP objectives obtained; attitudes of non disabled students at the school; post school integrated work placement and normal living arrangements.

Some of the recent findings in terms of inclusion cite benefits to students with and without disabilities, no negative effect on academic achievement of students without disabilities and higher overall quality of IEPs.

The Michigan Inclusive Education Project Research Report for the 1990-91 school year reported teachers:

- agreed (71%) that segregated programs are not necessary
- felt inclusive education enhances the learning of students with special needs (72%) and the learning of general education students (70%)

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In terms of preparedness and responsibility, 47% felt prepared to teach students with special needs and 45% felt that the education of these students was their responsibility.
The same report found more positive attitudes toward students with special needs (65-88% agreement) and friendships (70% at the elementary level). Parents also reported increased friendships for their children.

Four studies related to the impact of inclusion on academic achievement of students without disabilities have been reported. In Colorado, the academic progress of students in a third grade inclusive classroom were compared with the school's other two third grade classrooms and no differences were found on the basis of their standardized achievement scores(CTBS). In New York, California Achievement Test reading and math scores were compared for two elementary schools finding that the presence of peers with severe and profound disabilities did not inhibit the rate of achievement in reading and math. Michigan, as noted above, studied the effect of inclusion in the Saline Area Schools using the Gates-MacGintitie and the California Achievement Test. No significant differences in outcomes were found between the inclusive and non-inclusive classrooms. Finally, Minnesota used the SRA Survey of Basic Skills, the Houghton-Mifflin reading series book placement level and grades on report cards in the areas of reading, math, spelling, conduct and effort. No significant differences were found.

In 1992, Hunt and Farron-Davis at San Francisco State University examined the quality and curriculum content of IEPs written for students in inclusive and model special day class programs. This study involved Colusa County SELPA programs. They found no difference in the curriculum content, but differences in the quality of IEP objectives, with higher scores for IEPs written for the fully included students.

History of Inclusion in Colusa County

The Colusa County SELPA has provided full inclusion services for the past six years, initiating this service delivery model first at Kids Country Preschool in Williams and soon after at Burchfield Elementary, Egling Middle School and Colusa High School. Students involved in these inclusive school models were students with severe disabilities. In September 1991, Williams Elementary school initiated a fully inclusive model which served students non-categorically. The itinerant support was provided to any student with special needs on the site, regardless of whether the funding label was severely handicapped, learning handicapped or resource specialist program. It is interesting to note the reduction in students who have been referred to special education at Williams Elementary School since the initiation of this program. With services provided in general education classrooms, it is likely that students at risk are benefiting from those services.

In September, 1992, students were returned to Pierce Unified School District at Arbuckle Elementary School and Pierce High School in full inclusion situations. One student was also served in kindergarten at Maxwell Elementary School during the 1992-93 school year.

The preparation of staff for inclusion has been varied. Inclusion in Burchfield was a natural transition from the excellent integration occurring there during the first year students returned to Colusa County. Due to the efforts of the site administrator, the special education teacher and Burchfield staff, students were already spending almost the entire day with their non-disabled peers and the transition to inclusive services was a natural next step. Colusa High School provided training for staff during a staff training retreat and sent a team including the site administrator, general and special education staff to the Schools Are For All Kids (SAFAK) training, where they developed a site plan for inclusion.

Since the SELPA has been involved in the PEERS Project, a federally funded statewide systems change project, training and technical assistance has been available to support inclusion. Williams Elementary sent a team including the site administrator, four general education teachers, the special education teacher and the speech therapist to a five day training on inclusion offered by the PEERS Project during the summer of 1991. Arbuckle Elementary teachers received information on inclusion during the spring of 1992 and the site administrator and school psychologist attended a five day PEERS Project summer institute in 1992. Arbuckle Elementary and Johnson Junior High staff also attended a two day SAFAK training with Colusa County staff in February of 1993.

SELPA Survey

A task force was organized in January with representatives from schools in each district involved. Pat Hamilton, principal and Margie Martinez from Arbuckle Elementary School, Anthony Katsaris, principal from Williams Unified School District, LaTroy Justiceson, special education teacher from Colusa High School, Joanne Davis, general education teacher from Maxwell Elementary and Tom Neary from Colusa County Office of Education met to develop an evaluation process for current inclusion practices. The group considered the needs of the SELPA Council in determining what information would be most useful in decision making about inclusive practices. Surveys originally developed by the California Research Institute on Integration at San Francisco State University were examined and revised to address the task force's recommendations for evaluation.
Six surveys were developed for each of the following constituencies:

1. Site administrators
2. Special education teachers involved in full inclusion
3. General education teachers who have students currently or who have served students in a fully inclusive manner
4. General education teachers who have not served students in a full inclusion manner
5. Parents of students who are fully included
6. Parents of students who are in the same classroom with a students who is fully included.

(See survey instruments: Appendices B-G)

The task force chair met with special educaton full inclusion teachers to discuss the survey protocol and a phone call was made to each site administrator about the survey protocol and contents. Surveys were sent out to school sites in March and returned to the special education office during April and May.

Results

The surveys returned have been compiled for the entire SELPA. Information on specific district inclusion programs are available but not part of this report. Anyone wishing to examine the actual surveys by district should contact Debbie Owens or Tom Neary at the special education annex. Data is shown based upon a five point scale with **1** being **strongly disagree** and **5** being **strongly agree**. In addition, several questions were answered **Yes** or **No**. Room was also provided for written input regarding **strengths** and **concerns** about the inclusive program. (See Appendices A-F, Full Incluson Surveys).

Does full inclusion benefit students?

First, every constituency surveyed believed that having students with severe disabilities in the general education class was beneficial to the disabled student. Based upon a 5 point scale in which 5= strongly agree, 3= no opinion and 1= strongly disagree, responses to this question ranged from a low of **3.35** for general education teachers who have not had students with severe disabilities in their class (general education teachers who have served students in full inclusion rated this at **4.12**) to a high of **5.0** for the special education teachers in inclusion programs. All constituencies also noted the benefit to students without disabilities in inclusive education, ranging from a low of **3.24** from general education teachers who have not served these students (general education teachers who have served students in full inclusive programs rated this area at **4.09**) to a high of **5.0** from special educators. Parents of students with and without disabilities and administrators also rated these two questions at least at the **4.0** level (agree).

Can the needs of students be met in the general education classroom?

In terms of comfort in adjusting academic requirements, adapting core curriculum and meeting the needs of students with special needs in the regular education classroom, those involved currently with students in full inclusion situations rated this area from **3.91** for general education teachers who are currently serving students in full inclusion to **4.75**, again with special educators rating this area highest. Parents and administrators also rated this area above the **4.0** level demonstrating agreement. Those who have not yet served these students in an inclusive manner rated this area lowest, at **2.63**, between disagree and no opinion.

Will full inclusion increase the workload of general education teachers?

Teachers were surveyed to determine how they perceived their workload in inclusive education. Those general education teachers currently involved in inclusive programs rated the statement, "This student does not greatly increase my workload" between no opinion and agree (**3.81**). Those teachers who have not yet had students with severe disabilities in inclusive situations agreed that "A student with special needs would greatly increase my workload" at **4.05**.

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Has adequate planning and inservice training occurred?

It is evident from the experience of others involved in full inclusion and also from Colusa County general and special education teachers that preparation is important. Three of the sites involved have participated in staff development activities related to inclusion, from the five day *School Site Teams for Inclusive Education* training institutes offered by the PEERS Project to two day *Schools Are For All Kids* training sessions. Administrators surveyed felt that their teachers had received staff development on special education, behavior management, assistance in specific teaching strategies and adapted materials. Those teachers who have not yet served students with special needs stated the need for training as key to the success of inclusion. Indeed, in examining the data from each school site, it is obvious that where the staff has been involved in some formalized training on inclusion from either the *School Site Teams for Inclusive Education* five day institute or the two day *Schools Are For All Kids* workshop, their ratings regarding inclusion are noticeably higher. (From **disagree** in settings without training to **strongly agree** in settings that were involved in the five day school site training. It is also interesting to note that the strong comments regarding training and support necessary for inclusion (see Appendix E) were provided by general education teachers who have not been involved in inclusion at sites that have not received any formalized training.

Has transition planning been adequate?

Those general and special education teachers surveyed also rated the transition planning process somewhat lower than other areas (**3.5 to 3.63**) reminding us that we need to focus more attention on this area.

What is the status of supervision by site administrators?

Special education teachers, while rating their involvement on the regular campus highly (**4.5-4.75**), noted that the site administrator does not observe them during instruction at least quarterly (**2.0**). This may be due to the heavy load site administrators are carrying or it could indicate an issue of ownership of the special education students and staff.

Discussion

Overall, there is much to be gleaned from this survey. The most striking data appears to be regarding the acceptance of students on school sites, in general education classrooms with support. None of the constituencies surveyed said inclusion is not good for students with or without disabilities. Additional comments noted the importance of training for teachers involved and the importance of considering disruption to the classroom. It is interesting that those who have served students in full inclusion did not comment on disruption as an issue.

The clear difference between the perceptions of those practitioners who have served students in an inclusive manner and those who have not yet been involved directly in full inclusion is important information for the SELPA. Those sites that have formally planned and trained for inclusion appear to have more widespread support for it. The comments also point out that inclusion must be carefully planned and implemented so it truly meets individual students' needs and does not unduly disrupt the learning of other students.

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Survey results indicate very clearly that those people who live and work most intimately with students with special needs, who measure progress in terms of quality of life and progress on specific IEP objectives, show clear support for the full inclusion approach to education.

If the our goal in special education is to provide quality education, then this study supports the practice of inclusion.

Appendix B

Colusa County Office of Education
Full Inclusion Survey

For those teachers who have had students with disabilities as **full time** members of their classrooms.

1

General education teacher **(19 teachers responded)**

Regarding the student who has been fully included:
1=strongly disagree; 2=disagree; 3=no opinion; 4=agree; 5=strongly agree

1. I feel I understand this student's disability 1 2 3 4 5 **(4.17)**
2. I feel comfortable adjusting academic requirements for this student 1 2 3 4 5 **(3.91)**
3. I feel I get enough help from the special education staff serving this student 1 2 3 4 5 **(3.58)**
4. I feel having this student in my class is beneficial to her/him 1 2 3 4 5 **(4.12)**
5. I feel having this student in my class is beneficial to me 1 2 3 4 5 **(3.88)**
6. I feel having this student in my class is beneficial to other students 1 2 3 4 5 **(4.09)**
7. This student does not greatly increase my workload 1 2 3 4 5 **(3.81)**
8. A transition planning meeting was held and was beneficial in preparing for this student. 1 2 3 4 5 **(3.63)**
9. I am included in decisions regarding this student 1 2 3 4 5 **(3.86)**
10. Have you been provided special education aide time? yes 80% no 20%
11. Have you been provided adapted materials? yes 58% no 42%
12. Does a special educator work in your classroom? yes 75% no 25%
13. Have you been provided specific information about this student? yes 85.7% no 14.3%

Appendix B (p.2)

General Education Teacher-experience with Inclusion

14. Have you been provided teaching strategies for the student you are serving? yes 63.2% no 36.8%

15. Have you been provided assistance in behavior management? yes 73% no 27%

16. Have you had adequate time to meet to plan for this student? Yes 57% no 43%

Appendix C

Colusa County Office of Education
Full Inclusion Survey

Full inclusion refers to students served **full time** in general education classrooms.

2

Site administrator **(5 site administrators responded)**

Regarding **students with special needs** who are fully included:
1= strongly disagree; 2=disagree; 3=no opinion; 4=agree; 5=strongly agree

1. I feel my regular education teachers understand students' disabilities 1 2 3 4 5 **(3.8)**
2. I feel my regular education teachers meet students' academic needs 1 2 3 4 5 **(4.0)**
3. I feel my regular education teachers effectively serve these students with support from special educators 1 2 3 4 5 **(3.8)**
4. I feel these students benefit from being in the general education class 1 2 3 4 5 **(4.8)**
5. Including students with special needs is beneficial to other students on the campus 1 2 3 4 5 **(4.8)**
6. Do your teachers serving students with special needs have aides to support them? yes 100% no 0%
7. Have your teachers serving these students been provided adequate adapted materials? yes 66.7% no 33.3%
8. Have your regular education teachers been provided inservice on special education? yes 80% no 20%
9. Have your regular education teachers been provided specific teaching strategies for students with special needs? yes 80% no 20%
10. Have your regular education teachers been provided assistance in behavior management? yes 100% no 0%

Appendix D

Colusa County Office of Education
Full Inclusion Survey

Regarding your students **who are fully included** in general education classrooms:

3

Special education teacher **(4 spec. education teachers responded)**

Regarding services at your site:
1=strongly disagree; 2= disagree; 3=no opinion; 4=agree; 5= strongly agree.

1. I feel I am able to meet students' needs in the general education classroom 1 2 3 4 5 **(4.5)**
2. I feel comfortable adapting curriculum for students in the general education class 1 2 3 4 5 **(4.75)**
3. I feel having students fully included is beneficial to her/him 1 2 3 4 5 **(5.0)**
4. Students are able to meet IEP goals in the general education classroom 1 2 3 4 5 **(4.25)**
5. I feel having students in the general education class is beneficial to other students 1 2 3 4 5 **(5.0)**
6. I feel the general education teacher(s) is/are accepting of students with special needs 1 2 3 4 5 **(4.5)**
7. All facilities, activities and programs are accessible to students with special needs at this site 1 2 3 4 5 **(3.75)**
8. I perform all duties other teachers do at the site 1 2 3 4 5 **(4.5)**
9. I attend regular education faculty meetings 1 2 3 4 5 **(4.75)**
10. The regular site principal observes special education staff during instruction at least quarterly 1 2 3 4 5 **(2.0)**
11. Staff talk with and about students in a manner that communicates respect 1 2 3 4 5 **(4.25)**
12. Related services are delivered in natural settings 1 2 3 4 5 **(4.0)**

Appendix D (p.2)
Special Education Teacher

13.	General education staff attend IEP meetings	1 2 3 4 5	**(4.25)**
14.	A transition planning meeting was held for students and was beneficial	1 2 3 4 5	**(3.5)**
15.	I have adequate time to meet and plan for students in full inclusion	yes 0%	no 100%

Appendix E

Colusa County Office of Education
Full Inclusion Survey

4

***Parents of students with special needs* (8 parents responded)**

Regarding my child's school programs
1=strongly disagree; 2=disagree; 3=no opinion; 4=agree; 5=strongly agree

1.	I feel my child's educational needs are being met in this setting	1 2 3 4 5	**(4.2)**
2.	I feel having my child in a fully included setting is beneficial to him/her	1 2 3 4 5	**(4.62)**
3.	I feel general and special education teachers have been adequately trained in full inclusion	1 2 3 4 5	**(4.33)**

4. Benefits of my child's participation in a fully included classroom are:

Writing, attitude has improved.

Participation full time with class. Not being removed for long periods of time for special education teaching.

(Student) has improved a lot since he's been here. He has grown socially and academically. He is learning how to survive in the real world, not a segregated one. He learns a lot from his peers and they also learn from him.

Equal opportunity. Peer support. Awareness. He feels equal to the other kids in the classroom and he feels he is able to do the same work.

Learning to live in the real world. Friends. More access to public.

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5. Concerns I have about full inclusion are:

That everyone treats him the same. My concern about (student) adjusting to the outside world and being able to be happy. (I'm) concerned about (student) not wanting to go to work.

My main concern is when I hear teachers do not want this in their school. I think it is because they are not being supported and have had no training. They need training to feel comfortable with this. The districts need to think of special education and regular education as one, and they are responsible for teaching all students in the district.

Training for aides. Planning time.

Appendix F

Colusa County Office of Education
Full Inclusion Survey

For those ***general education teachers*** who have **not** yet had students with disabilities as **full time** members of their classrooms.
(31 teachers responded)

5

Regarding students who are fully included:
1=strongly disagree; 2=disagree; 3=no opinion; 4=agree; 5=strongly agree

1. I would feel comfortable adjusting academic requirements for students with special needs 1 2 3 4 5 **(2.63)**
2. I feel having students with special needs in my class will be beneficial to them 1 2 3 4 5 **(3.35)**
3. I feel having students with special needs in my class will be beneficial to me 1 2 3 4 5 **(2.94)**
4. I feel having students with special needs in my class will be beneficial to other students 1 2 3 4 5 **(3.24)**
5. A student with special needs will greatly increase my workload 1 2 3 4 5 **(4.05)**
6. I feel I have had adequate training in full inclusion Yes 26% no 74%

Comments:

I can only do so much!

(Pertaining to #6). Absolutely not! We really need inservice on assistance to special needs children.

It is difficult to have time to adapt curriculum for special needs students, with so little training especially! There needs to be a great deal of support and training... If we are able to meet the needs of special needs students within the classroom on our own, why have special education at all?

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Appendix F (p.2)

General education teacher-no experience with inclusion

I feel the full inclusion program does benefit the special needs child. I do not believe it benefits the other students the way it is handled now. Right now we have many children with needs in our classrooms. It is difficult to reach the needs of these students, without adding someone with extreme needs. This program can and would work if you provided training for all teachers, provided extra staff to be 100% with these children, provided materials and released time to prepare and plan for these children. If these things happened it could be a great program. (And if only part of these things happened it would be an awful program). I sure hope you really look at what full inclusion really is. Who benefits and to what degree. Does it make the teachers incapable of providing services to other children? Do the other children suffer in any way? What do the classroom children get from it?

I would feel comfortable adjusting academic requirements as long as I had someone available for questions and concerns.

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Appendix G

Colusa County Office of Education
Full Inclusion Survey

6

Parents of students without severe disabilities whose children attend a fully included classroom.
(25 parents responded)

Regarding my child's educational program:

1. I am aware of special needs children in my child's classroom yes 80% no 20%

2. My child has spoken about a special needs child in his/her class yes 76% no 24%

1=strongly disagree; 2=disagree; 3=no opinion; 4=agree; 5= strongly agree

3. I feel my child is benefiting from participation in this class 1 2 3 4 5 **(4.04)**

4. I feel it is good for my child to learn about people with disabilities 1 2 3 4 5 **(4.54)**

5. I feel that my child's needs are being **compromised** when students with special needs are in the class 1 2 3 4 5 **(3.02)**

Please list benefits of full inclusion.

It does not matter to my child.

There is no problem.

Full Inclusion is a very important part of a student's experience in school. I feel that when people are left out they become disinterested.

Awareness of people with disabilities and a growth of compassion. Tolerance and patience built up.

This could be a learning tool that is happening now. There are going to be more and more of this kind because of drugs and smoking and drinking has gotten out of hand.

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Makes student more aware of people with disabilities and their needs. I feel we'll improve students' attitudes and understanding of these needs.

I feel it is important for children to be tolerant about people with disabilities and hopefully they will learn to be compassionate.

I think the children enjoy having this child in this class. The obvious benefit is that the children can learn they need not be afraid, nervous or embarrassed around people with disabilities. The experience provides opportunities to learn compassion, patience, tolerance, etc... I think the children have seen, too, that being severely disabled need not prevent one from enjoying life to one's fullest capacity.

I feel my child has learned to treat disabled children with kindness and acceptance. He has learned to overlook their disabilities as a stumbling block- to encourage them in their triumphs- just as he would with any child.

My child is in a class with a high functioning Down Syndrome child. I think my child needs to learn that there are differences in other children. I do not want my child to be prejudiced towards these children. I hope my child can help them in any way she can.

School district saves money. Possibly children without problems will be aware or how fortunate they are.

Children need to be aware of the needs of all children.

Awareness for all children about reality. Ability to accept difference at an early age gives all children a feel of belonging versus isolation.

It would make the disabled child blend in. The non-disabled children could learn from the disabled child.

I feel it's great for the whole class as far as knowing some kids need special help. It's good for the inclusion student to be part of a group.

Please list concerns you have about full inclusion.

I see and feel they are treated differently.

More teachers are needed for the handicapped people.

They do not receive enough attention.

I sincerely ask that each and every person be included in all activities and feel that they are part of the group.

I feel people with learning disabilities and/or physical disabilities should be in contact with people who have no disabilities to learn from them, and help the people with no disabilities to learn things from them.

Only concern I would have would be possible classroom disruption.

My concern would be how much time does the special needs student require and whether or not there is an aide assigned to help that child so that the teacher can stay focused on the entire class.

My concerns are for the special needs child and I think they are concerns that can be overcome by encouragement, acceptance and the love of God. It seems beginning early would be most helpful.

As long as the teacher and aide are able to present a lesson plan beneficial to both disabled and my child, I have no concerns.

The concern I have is when the child cannot function at all by themselves and need one on one with an aide. I feel that is taking away from other children. Will a child that cannot hold up their head or feed themselves or go to the bathroom get anything out of being in a full inclusion class? If my child was in this class, I would feel her needs were being compromised.

This term, severe disabilities is ambiguous if it means the teacher's load will be increased because of more students or help needed beyond education. Every child will suffer.

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Several special needs students in one class.

The only concern would be the severity of the disabled child. If you have a child that would be disruptive in class because of his disabled condition.

Having the inclusion student disturb the class, loss of class time.

APPENDIX T

Administrators' Roundtable (1995)

ADMINISTRATORS' ROUNDTABLE -
Inclusive Education and Restructuring
February 27, 1995

REGISTRATION

NAME	SCHOOL	DISTRICT	MAILING ADDRESS
Audrey Mueller	N/A	Auburn Union	55 College Way Auburn, CA 95603
Michele Schuetz	Rock Creek Skyridge	Auburn Union	800 Perkins Way Auburn, CA 95603
Ted Leash	Geo. Washington H.S.	S. F. U.S.D.	2008 Belle Monti Avenue Belmont , CA 94002
Dona Abraham Johnson	San Lorenzo Valley	U.S.D.	6134 Highway 9 Felton, CA 95018
Emi Johnson		B.U.S.D.	2134 MLK Jr. Way Berkeley, CA 94704
John Santoro		B.U.S.D.	2134 MLK Jr. Way Berkeley, CA 94704
David Neumann		B.U.S.D.	2134 MLK Jr. Way Berkeley, CA 94704
Gordon Medd	Dry Creek	Dry Creek	2955 P.F.E. Roseville, CA 95748
Clark Redfield	Dry Creek	Dry Creek	2955 P.F.E. Roseville, CA 95748
Kevin Kurtz	Heritage Oak	Dry Creek	2955 P. F. E. Roseville, CA 95748
Marilyn Moore		San Juan U.S.D. Sp. Ed. Dept.	P. O. Box 477 Carmichael, CA
R. Swenson	Golden Valley H.S.	M.U.H.S.D.	2121 E. Childs Merced, CA 95340
Joann M. Diondi		B.U.S.D.	2134 MLK Jr. Way Berkeley, CA 94704
Linda Barbour		Napa Valley Unified Ed. Center	1316 Banks Avenue Napa, CA 94559
Linda Beckstrom	Vichy School	Napa Valley Unified	3261 Vichy Avenue Napa, CA 94558

NAME	SCHOOL	DISTRICT	MAILING ADDRESS
Jim Gilletly	Davis	J.U.S.D.	526 B Street Davis, CA 95616
Jeffrey Libby		S.F.U.S.D Sp. Ed. Dept.	1195 Hudson San Francisco, CA 94124
Lorna Skantze-Neill		B.U.S.D.	1645 Milvia Street Berkeley, CA 94709
			18 Easton Court Orinda, CA 94563
Susan Porter Becksteall		S.F.U.S.D. Sp. Ed. Dept.	1195 Hudson San Francisco, CA 94124
Joyce Chisholm		S.F.U.S.D. Sp. Ed. Dept.	1195 Hudson San Francisco, CA 94124
C. Coughran	Valley Oak	Davis	1400 East 8th Davis, CA 95616
Judy Boock	North Davis	Davis	555 East 14th Davis, CA 95616
Karen Adicoff	Trojon	S.J.U.S.D.	4285 N. Star Drive Shingle Springs, CA
Carol Veronda		N.V.U.S.D.	2425 Jefferson Street Napa, CA 94558
Nancy Reinkie		N.V.U.S.D.	2425 Jefferson Street Napa, CA 94558
Debbie Owens	Colusa COE		
Patricia Hamilton	Arbuckle Elementary	P.J.U.S.D.	P. O. Box 100 Arbuckle, CA 95912
Lynne Ono		Oakland U.S.D.	1025 2nd Avenue R16 Oakland, CA 94606
JoAnna Lougin		Oakland U.S.D.	1025 2nd Avenue R16 Oakland, CA 94606
Gail Hojo	Claremont Middle School		5750 College Avenue Oakald, CA 94618
Barbara Lehman		Merced U.H.S.D.	P. O. Box 2167 Merced, CA 95344
Linda Lucas		Merced U.H.S.D.	P. O. Box 2167 Merced, CA 95344

NAME	SCHOOL	DISTRICT	MAILING ADDRESS
Marie Nelson		Merced U.H.S.D.	P. O. Box 2167 Merced, CA 95344
Jacki Anderson		CSUH Dept. of Ed. Psych.	Hayward, CA 94542
Mary McNeil		Merced U.H.S.D.	P. O. Box 2147 Merced, CA 95348
Diane Zimmerman		D.J.U.S.D.	2222 Shasta Drive Davis, CA 95616
Ellen Armstrong	Arbuckle		398 Wildwood Road Arbuckle, CA 95912
Ann Halvorsen		CSUH Dept. of Ed. Psych.	Hayward, CA 94542
Tom Neary		PEERS	650 Howe Ave., #300 Sacramento, CA 95825
Valerie Pitts-Conway	Boronda Elem. School Salinas		
Peter Bonnaker	Hanson Elem. School	A.C.S.D.14	7133 E. 73rd Avenue Commerce City, CO 80022
Nancy Cussary		S.F.U.S.D Sp. Ed.	1195 Hudson Avenue San Francisco, CA 94124

TALLY

ADMINISTRATORS' ROUNDTABLE -
Inclusive Education and Restructuring

N= 20 responses (40 participants)

	Low	Below Average	Average	Above Average	High	TOTALS
Roundtable Evaluation:						
1) To what extent was the purpose clear?	1	2	3	4	5	4.4
2) To what extent were objectives met?	1	2	3	4	5	3.8
3) To what extent were materials provided of value in meeting objectives?	1	2	3	4	5	3.95
4) To what extent were the activities of value in meeting objectives?	1	2	3	4	5	3.95
Presenter Evaluation:						
1) To what extent did the presenter(s) appear to be knowledgeable about this subject?	1	2	3	4	5	4.1
2) To what extent was the presenter(s) able to communicate the subject content?	1	2	3	4	5	4.1
3) To what extent was the presenter(s) willing to adjust to meet the specific demands of the participants?	1	2	3	4	5	3.7 NA
Self Evaluation:						
1) To what extent has this presentation increased your knowledge of the topic?	1	2	3	4	5	3.77
2) To what extent do you feel this knowledge will be useful?	1	2	3	4	5	3.9
3) To what extent do you feel capable of using this knowledge?	1	2	3	4	5	3.7

(Different numerical scale here - 1-9 vs. 1-5)

General Evaluation:

	Low				Average			High	
1.) Everything considered, I would rate the worth of this roundtable to me as:	1	2	3	4	5	6	7	8	9
									6.6
2.) Everything considered, I would rate the presenter(s):	1	2	3	4	5	6	7	8	9
									6.9

Comments were provided by 17/20 respondents:

What were the major strengths of this roundtable?

Sharing, strategizing, discussions

As a follow-up to this inservice, I would like more information and exchange about:

What schools/districts are doing these things? What's working specifically, good & bad.

Respondents included:

Directors of Sp. Ed	**3**
Principals	**4**
Vice/Assistant Principals	**3**
Supervisors of Sp. Ed.	**2**
Prog. Consultants of Sp. Ed.	**1**
School Psychologists	**1**
Prog. Manager of Sp. Ed.	**1**
Professor	**1**
Assistant Superintendant	**1**
TOTAL	**20**

NO ROLE NOTED ON EVAULATION
3

ADMINISTRATORS' ROUNDTABLE
Evaluation Summaries

What were the major strengths of this roundtable?

- Sharing situation(s)/discussing concerns
- Share - strategies - discussions
- Networking, affirmation, encouragement
- Afternoon session - informal roundtable discussion and sharing of experiences and activities
- Excellent presenters - excellent ideas, nice pace
- The morning session
- The BEST thing was the opportunity to talk with other special education administrators who are implementing full inclusion
- Pete's info - opportunity for administrators to talk together
- Effective Problem Solving session was much more interesting and had more participation of attendees - more stimulating
- It is always interesting to hear from other programs and schools
- My low scores are a reflection of my lack of exposure in this area - some of the stuff was not understandable - my lack not yours - helpful to hear what experienced larger groups were experiencing/solving
- 1. I attended Breakout Session B. The discussion of problems/solutions from an administrative view was helpful. 2. Being in contact with administrators from varied locations - broadens one's outlook.
- Afternoon small group sharing
- Clear presentations, good examples

As a follow-up to this inservice, I would like more information and exchange about:

- Training implications special and regular education staff

- Would like more intensive training in Interest based problem solving especially as it relates to some of the "trickier" and costly decisions coming out of IEP team meeting.

- What schools/districts are doing out there? What's working and how - good, bad, etc. Discussions on these items.

- Issues were identified in last session.

- More information on inclusion efforts at the high school level.

- Opportunity to problem solve "burning issues" with other members of the group.

- Secondary Inclusion.

- More inclusion ideas/solutions/options/etc. for secondary schools.

- This was the first time I spent a day with just other special education administrators. It was so nice to spend time problem solving issues pertinent to just this group. Thanks! and I'd love more.

- Similar information in CA districts - especially tracking a school/district over a longer change process.

- A good start! Let's build on the evaluations and do it again! Thanks.

- I had envisioned a lot more group planning time. I would like to see a session for admins to work together away from the sites to plan and problem solve.

- High schools with successful programs, activities - the nuts and bolts of things - too much of today was information I have already heard.

- I'd like to hear more about non-categorical service delivery - i.e. models in different districts. Next step: The process of implementation - how to get from vision to reality. How have districts facilitated the change, not merely that a change has taken place.

- AM was worthwhile, especially for site admin - I think many of participants already had the "awareness" piece and were philosophically in agreement - and we could have done more on the issues piece.

- Secondary programming/scheduling/restructuring - service delivery issues - grading/graduation. Inclusion - transition (19-22 yrs old) move-up from elementary to middle school.

PEERS OUTREACH ADMINISTRATORS' ROUNDTABLE
February 27, 1995

Large Group/Next Steps Discussion
3:00 - 3:30 p.m.

A. Remaining questions:

1. How can we decrease requests for 1:1 paraprofessional assistance?

Responses from the group:

- Point out fiscal constraints to parents, teachers.
- Point out where money comes from (local, general ed. fund) not a big sp. ed. pot!
- Point out the restrictive nature of 1:1 assistance (when it's not really necessary for the child).
- Look to develop joint gen. ed. - sp. ed. paraprofessional resources since it's often the teacher who needs this assistance with the whole class.
- Set up structured peer support systems.
- Do visual depiction's of staff support plans/schedules for all team members, then see where actual need is.

2. What should one do when parent has unrealistic expectations of general education teacher regarding their level of information/training about specific disabilities?

Responses from the group:

- Move toward focus on needs not labels and categories.
- Focus on curriculum-based assessment.
- Provide hands-on training over time.
- Ensure that special ed. teacher is critical part of the ongoing instructional model and communicates with families as well as whole team.
- Start earlier with undergraduate training of general and sp. ed. teachers.
- Do career awareness focus at K-12 to provide information.

3.

A) What are the personnel training implications of inclusion, i.e. what are the skills educators should be getting in preservice training?

APPENDIX U

INCLUSIVE EDUCATION PROGRAMS, LRP PUBLICATIONS

INCLUSIVE EDUCATION PROGRAMS

Route to:

Advice on Educating Students with Disabilities In Regular Settings

VOLUME 2, ISSUE 11

NOVEMBER 1995

Senators Agree On Blueprint for IDEA Discipline Issue

WASHINGTON — The Senate Disability Policy Subcommittee has apparently reached a consensus on the contentious issue of disciplining students with disabilities.

Subcommittee Chairman Sen. **William Frist** (R-Tenn.), Sen. **Tom Harkin** (D-Iowa) and Sen. **Slade Gorton** (R-Wash.) have reportedly agreed on a blueprint for an IDEA section on discipline developed by subcommittee staff members. The accord is remarkable considering the ideological diversity among the legislators.

While Frist is seen as a moderate consensus builder, Gorton has campaigned relentlessly since last year for relaxing the IDEA's "stay-put" provision and other discipline re-

See Discipline *on page 8*

Behavioral Disorders

Consistently, among the most challenging students with disabilities to educate in the neighborhood school are those with behavioral disorders. See page 10 to learn how a rural Canadian district devised a method for integrating these students in its K-8 school.

Making Every Child Count

Top-Down Support Helps San Francisco Unified Triumph Over Urban Issues

San Francisco's diverse population might make it seem like fertile ground for inclusion. And in a way, it was: The city's teachers aren't as phased by diversity in the classroom as those in more homogeneous districts might be.

But the changes that are synonymous nationally with inclusion have had a similar impact on the staff here. Like any district, some teachers were ready to go full steam ahead and accept inclusion as a professional challenge. Yet some educators were ambivalent, others were skeptical or fearful, and some were adamantly opposed to the idea.

Jeffrey Libbey, a district program consultant who also functioned as a district inclusion facilitator during the time of transition, said that special education director **Joyce Chisholm** was committed to the idea from the start, but some felt that the district needed somebody to work specifically with the families and initiate the systems-change process. Libbey, who came from New Hampshire where he had been an inclusive support teacher for several years, was hired as that consultant.

See Urban *on page 4*

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Test Your School's Accessibility with ADA Guide 10
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Colorado Coalition Announces Inclusion Conference 12

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Urban...*Continued from page 1*

He arrived in 1993 when the district's effort began. Several families of very young children came to the district requesting inclusive placements. Until that point, their children had been educated in a day-care early intervention program with their nondisabled peers, and the parents didn't want their children forced into a restrictive environment. The families worked with the special education department to win mini grants to ease the transition.

New leadership, fully committed to inclusion, helped the district, too.

Superintendent **Waldemar Rojas** hired special education director Chisholm with inclusion in mind. Further, the district put up the money to get the program started.

"The district provided the initial start-up funds," said Chisholm. "They allocated teaching positions and paraprofessionals."

Initially, there was an additional cost due to increased staffing needs, Chisholm said, though the district has recouped the positions funded that first year by placing students with disabilities in the general education classroom. For example, for every eight students who are included, the need for a FTE special education position is created at the building level, she said.

The state's special education funding model is problematic because it's funded at 10 percent of the population, according to **Ann Halvorsen**, associate professor at California State University-Hayward and director of the state's systems change project, PEERS Outreach. A large number of regular education students attend private school and are left out of the count, so a greater proportion of special education students must be served with less money.

Starting Young

The district started small by including several kindergartners in one elementary school. Libbey served as the program consultant and inclusion facilitator.

A task force was formed with representatives from all areas of the district: school principals, special education administrators, parents of students with and without disabilities, general education teachers, special educators, teachers union representatives, and special-day-class instructors. As they problem-solved and devised a course of action, voices from all arenas were represented.

Representatives from the PEERS Outreach program provided the district with technical assistance, Libbey said.

Principal Perspective: How One School Adapts on a Shoestring Budget

Lakeshore Alternative Elementary School is comprised of 550 students that come from the entire city, drawing on all the cultures that make up the city of San Francisco. "We have perfect integration from every part of San Francisco," noted Principal **Sharon Guillestegui**. "Parents request the school and are picked by lottery. It's truly a diverse school — it's ideal."

The school is very activity based, Guillestegui said, and the curriculum is developmentally appropriate, guided by multiple intelligences theories developed by Howard Gardner.

Several years ago, as part of a pilot program, the school began bringing students back from resource rooms; later, language therapies were pushed into the class.

The school is now in its second year of what Guillestegui terms "full inclusion." A parent whose older child attended the school pushed the school to be one of the city's first to employ the model once her child with special needs approached school age.

At first, Guillestegui and her teachers looked forward to bringing students with more severe disabilities back to their neighborhood school. However, anticipating the low level of support they would receive to implement the program, Guillestegui recalled, she also felt very afraid.

Unlike many schools attempting inclusion for the first time, this school, located in an urban district where funding was already very scarce, would not receive a full-time inclusion resource teacher — in fact, the school had to share the one they had with three other schools, which translated into an appearance only two mornings each week. Guillestegui also learned that the class sizes would not be lowered: the numbers would remain at 34 students for kindergarten, 30 students for grades one through three, and 36 students for grades three to five.

The overwhelming feeling at the time was "panic," Guillestegui said. She was nervous about how classroom teachers would be able to meet the needs of the students. Parents would surely be upset about the entire process.

So much time was spent worrying about the teachers and the parents of the general education students that Guillestegui almost forgot about one of the school's biggest assets: its students. They became the glue that held the effort together. Arming them with information helped tremendously. Teachers told the students about the children with disabilities, and talked about the new role the students would assume.

"Children made it happen. Children can interpret for [the students with disabilities], and help foster belonging," Guillestegui said.

Despite her initial uncertainty about their reaction, parents of the general education students couldn't *wait* to meet the children with special needs because they'd

The task force looked at best practices and gave its recommendations to the special education director, who made the choices for implementation.

Limits were designed for inclusion support teachers: Each would be responsible for eight students at most, and no more than ~~eight~~ three schools under an itinerant service-delivery model.

Teacher Concerns

Though the district's program is obviously still evolving, Chisholm said the biggest challenge continues to be getting the buy-in from staff.

"Inclusion has received bad publicity from districts looking at it as a cost saver, from teachers who are very concerned," she said. "We worked hard with the union to make sure people understand there is training and support."

Initially, some teachers were hesitant and expressed concerns about the day-to-day aspects of inclusion, Libbey said. California's class-size is "limited" to 30 students. Adding students with special needs to the mix seemed even more daunting.

"Already, there are huge issues with language and culture and [adding] any other student makes them cautious," Libbey said. Some teachers jumped on right away, others needed more coaxing, and some were non-respondent, he said.

Districts often have history working against them, too.

Every district has its naysayers, Libbey said, "and they know how other programs have run." Some were skeptical about support.

Knowing this, he and his colleagues responded with a barrage of technical assistance. "We came in from the beginning so they could see there is support. ... If they really see we support the teacher, that we show up and the teacher gets things they ask for, and gets help, we can say there is support there."

As part of the inclusion expansion effort, Libbey said, the district recently held a four-hour inclusion workshop for general education teachers to answer questions from newcomers and to discuss what the supports would be. Parents attended an open-house later that night to come together and find parent mentors. "Everyone met the support teachers, so support gets a face," he said.

In the beginning, in-service was constructed to give meaning to the word inclusion, Libbey said. Halvorsen conducted extensive training. She discussed the history of special education and gave educators other background information so they can see why this is happening, Libbey said. School teams were brought in

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heard so much about their children's new friends.

From the beginning, Guillestegui knew her commitment was all the teachers could rely on to help them through the transition.

"When I first met with them, I told them I'd do everything in my power to help," she said. If teachers had time allotted to meet with the inclusion resource teacher that coincided with a class, Guillestegui pledged to sub for them. When meetings had to be scheduled with parents, she arranged for the inclusive resource teacher to cover for them in class.

Ultimately, the responsibility fell to the regular classroom teacher to implement the inclusive strategies the district was aiming for. The inclusion resource teacher met with the teachers before school, or joined them in the classroom to model lessons.

Summer workshops were held on inclusion. In addition to Guillestegui, some of the building's teachers and parents joined in. Additional training is offered several times during the school year, and the building dedicates several professional development days to inclusion, she said.

Class size is still "horrible," Guillestegui said. That, coupled with the number of non-English speaking students, poses a serious challenge to educators. But the inclusive model has spread to the building's English Language Development (ELD) classes, she said. The teacher of an inclusive class is also an ELD teacher; by clustering eight students requiring ELD, they can have the support within the classroom, rather than pulling students out.

Guillestegui cautions other administrators to recognize the challenges. She doesn't deny that the process takes more effort on the part of teachers. "I try to be empathetic and honest to build up the trust," she said. "If I can do [something to help], I will. If I can't, I'll tell you. I'm realistic — I won't gloss it over."

If she had it to do over again, Guillestegui said she'd take a much more optimistic approach, despite the barriers that stood in the school's way. She'd also take advantage of the other children's abilities to be a great support within the classroom. "If I had it to do over, I wouldn't be fearful. Teachers probably picked up on [my fear]."

Like many educators who've seen inclusion work, Guillestegui said that the additional effort is well worth it, given the benefits the students reap.

In speaking with administrators who are in the same philosophically skeptical point she was several years ago, Guillestegui has cited the many anecdotes she has of the kindnesses that now permeate the school building. "Students are learning to be kind and patient — all the things you want [for them] to be fine adults."

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to discuss what they've done already. Staff viewed a video in which teachers talked honestly about how they felt going into a similar program, Libbey said.

Halvorsen conducted the training at two levels: awareness for people who needed to know what the effort was about, and skill-building for those who were collaborating within the district. Families were always part of the mix. Several schools sent teams to the PEERS Outreach project's summer Institute on Inclusion for week-long workshops on topics that included school ownership, defining inclusion, curriculum development and evaluation.

The training the district supplied was a double-edged sword: Though a tangible measure of support, teachers felt too much emphasis was placed on it before they got the kids in their classrooms, Halvorsen said. They felt the training insinuated some kind of incompetency on their part. Once the students with disabilities came to their classrooms, they were able to see what kind of help they needed, she said. A point that also helped sell the training was the idea that what works for a special education student could also help a regular education student, Halvorsen said. PEERS Outreach also worked with specific sites at their request, she said, supplying information on getting a site team going, staffing, scheduling and teaming.

> "We started working with the folks who wanted to work with us. ... We told the schools, 'We want to do this at your school. This is your opportunity to be a leader. It's not a choice — it's coming to all schools.'"
>
> *— Jeffrey Libbey, Consultant*

Urban Service Delivery

One of the questions, in serving 140-plus schools, was how to reach them all, Libbey recalled. The concept of the "neighborhood school" was also different from that of a suburban or rural district: San Francisco has its magnet schools, its school choice policies, federal busing and other issues to contend with.

"The home school takes on the definition of where you want to send your child," Halvorsen said, adding that California law states that students with special needs must also have equal access to choice.

The answer? The district started small and is building from there.

"We started working with the folks who wanted to work with us," Libbey said. "We talked to parents to hear where we'd be well-received," he said. "We told the schools, 'We want to do this at your school. This is your opportunity to be a leader. It's not a choice — it's coming to all schools.'"

Like most change, the endeavor was met with mixed reviews. Some educators were happy for the additional support and training, while others simply braced themselves. Still others felt they weren't ready or that the effort was not appropriate, Libbey said.

One of the difficulties the district faces is its sheer size, which affects the rate of change, said Cal State's Halvorsen. Getting the word out about the successes needs to be a priority, so that in replicating the effort, other schools in the district don't have to reinvent the wheel, she added.

Principal Interest

Principal leadership is crucial. Whenever workshops are conducted at schools, Libbey always asks the principal to attend. The principal can set a tone about the issue, he said.

At the last workshop for potential new inclusive sites, Principal **Sharon Guillestegui** addressed the administrators in attendance, Libbey recalled. She told how, a year earlier, she was in the same place they were, wondering what she was doing there, doubting the program would ever have the impact people predicted. Inclusion at her school changed her opinion: It was the best thing to ever happen to the school.

What helped during that transition was the support from the top-down. The superintendent became very involved in the process, Libbey said. When a principal received a letter from the special education department expressing the superintendent's excitement about the program and his intent to visit the school, the superintendent followed through to show his support. Rojas' presence gave meaning to support from the top, Libbey said.

Last year, the district pressed harder, including eight elementary schools, one middle school and one high school. This fall, it will add six more buildings.

Support is one of the biggest issues in the district. "Support is the biggest answer and the biggest challenge," Libbey said. "Some people think a one-to-one paraprofessional is always the answer. Getting and finding the right support and keeping it [is important.]"

That pledge of support also extends to admitting when a mistake has been made, Chisholm said. One school was not fully trained before including its first students, due to an administrative oversight. The program at that site was not the biggest success, she added, acknowledging that the school is making up for lost time to turn that around. ■

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APPENDIX V

Inclusive Sites Listings

Project summary

Harvard Education Letter

NCERI Listing

Effective Inclusive Schools in Northern California, 1995

Prepared by Ann Halvorsen & Tom Neary
Coordinators, PEERS OUTREACH Project

1. Los Carneros Elementary School — Napa Valley USD

A. Demographics

Carneros Elem. School
1680 Los Carneros Ave.
Napa, CA 94558

707-253-3466

Enrollment K-5: about 150

Contact Persons

Principal: Bonnie Broxton

District Sp. Ed.
Coordinator
Nancy Reinke

707-253-6871

B. Special Features/Program Highlights

Los Carneros Elementary School of NVUSD is a small school community located in the midst of vineyards which are cared for and harvested by the schools' families. There is a high proportion of Spanish-speaking students, and the schools' small size has encouraged innovative collaboration among staff. Several students with severe disabilities and several with learning disabilities have been successfully included in general education classes for three years. An itinerant teacher of students with severe disabilities with part time paraprofessional support to each classroom works collaboratively with the part time Resource Specialist and paraprofessional to provide specialized support services within each class. These staff also assist in providing direct instruction and lesson plan development within general education classes.

C. Awards/Effectiveness Data:

Los Carneros was selected as a California Distinguished School in 1993-94. Its inclusive approach and collaborative services were a major feature of the application. Concurrently, it was one of 51 schools statewide selected by the SB806 (Chapter 997, Statutes of 1991) study of Exemplary Integrated School Programs, through a comprehensive review process involving observation and interviews utilizing validated best practice criteria of the PEERS (Providing Education For Everyone in Regular Schools) OUTREACH Project. Los Carneros and NVUSD have been working with the CDE's federally funded three year (1992-5) PEERS OUTREACH Project since its inception, and Carneros will become a "technical assistance center" through the project this year, providing outreach and information to other interested schools. Finally, pre school was one of only a half dozen visited by researchers from the U.S. General Accounting Office for the GAO's study and report to Congress on inclusive education. (In California, Napa and San Diego City Schools were visited for this purpose).

2. Berkeley Arts Magnet School

A. Demographics	Contact Persons
Berkeley Arts Magnet 1645 Milvia St. Berkeley, CA 94709-2073 510-6440-6225	Principal: Lorna Skantze-Neill
Enrollment: about 200	Special Education Director Joann Biondi 510-644-6210

B. Special Features/Program Highlights

In 1994-95, six students who experience severe, multiple disabilities are included in general education classes in the magnet school. Despite the location of all classes in portables since the 1984 earthquake, and continuing reconstruction of the original building, there is a strong sense of community among staff and families. Curriculum is adapted to meet the needs and IEP goals of students with disabilities in general education contexts. There is a .50 special education support teacher and several paraprofessional staff to support the students in general education. Berkeley U.S.D. now has about 50 students with severe and profound disabilities who are included in seven schools. Arts magnet has included students for three years.

C. Awards/Effectiveness Data:

Arts Magnet was selected as well as one of 51 exemplary integrated school sites under SB806 (See #1 above) and the PEERS OUTREACH Project has been working with BUSD since mid-1994. In addition, the program at Arts Magnet is utilized as a field work teacher training model site by San Francisco State University.

3. Willard Junior High School — Berkeley USD

A. Demographics	Contact Persons
Willard Junior High School 2425 Stuart St. Berkeley, CA 94705 510-644-6330 Enrollment: 550 (Gr. 7&8)	Principal: Chris Lim Director of Special Ed. Joann Biondi 510-644-6210

B. Special Features/Program Highlights

A full-time special education support teacher and several paraprofessionals assist 10 students with severe disabilities in general education classes throughout the day. This is the second year that WJHS has included students with severe disabilities increasing from two to -- students this year. As in the elementary school above (#2), curriculum is adapted for each students' IEP objectives, and peer circles are developed to foster friendships and natural strategies of support. WJHS is one of only a few Bay Area Middle Schools to date implementing inclusive education.

C. Awards/Effectiveness Data:

Willard Junior High School was one of a dozen schools utilized by California State University, Hayward's Special Education Division for teacher training. CSUH has a specialization in the area of inclusive education, and arranges for joint general education-special education fieldworks with Teacher Education, in inclusive situations. WJHS is also one of the schools with which PEERS OUTREACH is working, and has been visited by general and special educators from throughout the state.

4. Golden View Elementary School: San Ramon Valley USD

A. Demographics

Golden View Elementary School
5025 Canyon Crest Drive
San Ramon, CA 94583
510-735-0555

Enrollment K-6: 680

Contact Persons
Principal: Joan Diamond

Director of Special Ed.
Lynn Carlisle
510-820-6215

B. Special Features/Program Highlights

Golden View has both a team taught special education-general education kindergarten program which is operated with the Contra Costa County Office of Education, and an inclusive education program for primary and intermediate grades. Teachers work collaboratively and paraprofessional support (part to full time) is also provided. Innovative features include excellent use and development of peer support, technological and curricular adaptations.

C. Awards/Effectiveness Data:

Golden View is one of the 51 schools statewide selected in the SB806 study of Exemplary Integrated Sites, and was selected as well in 1993 by a consortium of national groups including the council for Exceptional Children (CTC), NEA, and AFF, as one of nine elementary schools nationally involved in effective inclusive education for students with severe disabilities. Golden View is also used by the teacher training program at San Francisco State University, and its teaching staff involved with inclusion have presented at several Regional, State and National Conferences in the past few years.

5. Jefferson Elementary School San Francisco USD

A. Demographics

Jefferson Elementary School
1725 Irving St.
San Francisco, CA 94122

415-664-0342

Enrollment K-5: about 480

Contact Persons
Principal: Judy Rosen

Director of Special Ed.
Joyce Chisholm
415-241-6000
SFSU Inclusion Admin.
Jeffrey Libby
415-695-5380 x 3116

B. Special Features/Program Highlights

Jefferson is in its second year of providing inclusive education to students, and is one of SFUSD's first inclusive programs. (The district now has more than 2 dozen students included at 8 elementary schools with two middle schools and one high school beginning to include several students as well.) An itinerant special education support teacher and paraprofessional staff provide assistance, adapt curriculum and work collaboratively with general education staff and parents to ensure effectiveness.

C. Awards/Effectiveness Data:

Dr. Tom Hehir, Director of the Federal Office of Special Education Programs visited Jefferson in the fall of 1994 and spoke highly of the program quality he had observed there, during a special presentation on urban schools at the international TASH (The Association for Persons with Severe Handicaps) conference in Atlanta, GA in December, 1994. He was especially heartened to see the manner in which students behavior challenges were being addressed. Jefferson is also involved with the PEERS OUTREACH Project (1992-95) for development and enhancement of inclusive education.

6. Ben Franklin Middle School: San Francisco USD

A. Demographics

Ben Franklin M.S.
1430 Scott St.
San Francisco, CA 94115
415-749-3476

Enrollment 6th-8, 800+

Contact Persons
Principal: Diane Meltesen

S.F. Director of Spec. Ed.
Joyce Chisholm

Inclusion Administrator
Jeffrey Libby
415-695-4880

B. Special Features/Program Highlights

Ben Franklin M.S. has been integrating both students with learning disabilities and students with severe disabilities from special classes for several years. In 1993-94, two students with severe disabilities were included full-time in regular classes. This year, one full former self-contained class has been dissolved and all 8 students are now included in general education throughout the school day. The principal and two faculty attended a week-long training institute with PEERS OUTREACH Project personnel in the summer of 1994, prior to initiating the inclusive program. One special education support teacher (the former special class teacher for this group of students) and three paraprofessionals support the students, adapting curriculum, etc. The school has a history of innovative instructional strategies, i.e. cooperative learning, etc.

C. Awards/Effectiveness Data:

In addition to Jefferson Elementary, Dr. Tom Hehir, Director of the Federal OSED visited Ben Franklin M.S. and had high praise for its programs as well. He was particularly impressed by the growing independence of the included students, despite their severe disabilities. PEERS OUTREACH is also working with this school and SFUSD and the school has a long association with San Francisco State University's teacher training program.

7. Patwin Elementary School: Davis Joint USD

A. Demographics
Patwin Elementary
2222 Shasta Dr.
Davis, CA 95616
916-757-5383

Enrollment K-6: 636

Contact Persons
Principal: Diane Zimmerman

Director, Pupil Personnel Svs:
Dr. Jim Gilletly
916-757-5359

B. Special Features/Program Highlights

Patwin Elementary School is one of five Davis Joint Unified School District elementary schools located approximately 15 miles west of Sacramento. Davis JUSD has a collaborative relationship with Yolo County Office of Education to provide special education support for included students with severe disabilities. This program has been in operation since the school opened in 1991, and previously to that when these same included students were at West Davis Elementary School. The five students with severe disabilities in this program are supported by an itinerant special education teacher and an instructional assistant. The itinerant special education teacher also supports four students at North Davis Elementary School. This program has been in operation for five years and has a great deal of experience in serving students in inclusive education.

C. Awards/Effectiveness Data:

Patwin has been selected as one of the SB 806 sites demonstrating best practices in integration. It has also been a demonstration site for Training and Resources for Community and Curriculum Integration (TRCCI), a CDE sponsored inservice training and technical assistance project, the PEERS Project and the PEERS Outreach Project, providing a training site for educators and parents on inclusive education. Patwin is also a teacher training site for both CSU Sacramento and UC Davis. The Legislative Analysts' Office also visited Patwin to observe alternative service delivery and to gain insight into proposing a new funding model for special education.

8. North Davis Elementary School: Davis Joint USD

A. Demographics	Contact Persons
North Davis Elementary 555 E. 14th St. Davis, CA 95616 916-757-5475	Principal: Judy Boock
	Director, Pupil Personnel Svs: Dr. Jim Gilletly 916-757-5359
Enrollment K-6: 589	

B. Special Features/Program Highlights

North Davis Elementary School is one of five Davis Joint Unified School District elementary schools located approximately 15 miles west of Sacramento. It has provided inclusive educational services for students with severe disabilities in coordination with Yolo County Office of Education since 1989 and currently supports four students in inclusive education. Three students have graduated to Holmes Junior High School where they are continuing in inclusive education. An itinerant special education teacher who also supports Patwin Elementary, serves this site with an instructional assistant. North Davis is recognized as an innovative site with a diverse student population.

C. Awards/Effectiveness Data:

North Davis Elementary has been a demonstration site for TRCCI, the PEERS Project and the PEERS Outreach Project, providing a training site for educators and parents interested in inclusive education. Visitors from California, other states and even other countries have observed at North Davis. This site is also utilized by both CSU Sacramento and UC Davis for teacher training. North Davis is one of the sites selected as a SB 806 demonstration site for integration.

9. Valley Oak Elem. School: Davis Joint USD

A. Demographics	Contact Persons
Valley Oak Elementary 1400 E. 8th St. Davis, CA 95616 916-757-5470	Principal: Consuelo Coughran
	Director, Pupil Personnel Svs: Dr. Jim Gilletly 916-757-5359
Enrollment K-6: 525	

B. Special Features/Program Highlights

Valley Oak Elementary School is one of five Davis Joint Unified School District elementary schools located approximately 15 miles west of Sacramento. This site has provided inclusive education for students with severe disabilities since 1989 and has broad experience in this alternative service delivery. The itinerant special education teacher and instructional assistants supporting students at this site also serve four students at Holmes Junior High School.

Valley Oak has developed an excellent peer conflict resolution team which has dramatically reduced conflicts on the campus and which also trains other school teams. Valley Oak has a Healthy Kids site team which supports both students receiving special education and students who are at risk.

C. Awards/Effectiveness Data:

Valley Oak is one of the sites selected as a SB 806 demonstration site for integrated education and has been a model for TRCCI, the PEERS Project and the PEERS Outreach Project assisting numerous educators and parents in developing inclusive education. The Legislative Analysts" Office observed at Valley Oak in developing an alternative funding model for special education. Valley Oak is utilized by both CSU Sacramento and UC Davis as a teacher training site.

10. Trajan Elementary School: San Juan USD

A. Demographics

Trajan Elementary
6601 Trajan Dr.
Sacramento, CA 95616
916-726-1882

Enrollment K-6: 617

Contact Persons

Principal: Dennis Pederson

Director, Special Education
Jan Boyer
916-971-7216

B. Special Features/Program Highlights:

Trajan is one of the most creative and innovative sites in San Juan Unified. Several years ago, Trajan embarked upon a restructuring process which established a very effective communication and planning process for teachers. Special education services were restructured to provide inclusive educational services for students with learning disabilities. Two years ago, Trajan created fully inclusive educational services for twenty students with severe disabilities, a program which has been very successful. Trajan is also a medical therapy unit, providing physical therapy services to students at Trajan and to other San Juan students.

C. Awards/Effectiveness Data:

Trajan is a site selected for the SB 806 listing of model sites for integration. It has received numerous visitors from California and other states and has assisted many educators and parents in developing inclusive educational options in other districts. Trajan staff are trainers in a variety of topics, including collaboration and inclusion. CSU Sacramento has been involved with Trajan as a teacher training site and has also been involved in numerous projects with this site.

11. Arbuckle Elementary School: Pierce Joint USD

A. Demographics

Arbuckle Elementary
701 Hall St.
Arbuckle, CA 95912
916-476-2522

Enrollment K-6: 511

Contact Persons
Principal: Pat Hamilton

Superintendent:
Dr. Jim Lutz
916-476-2005

B. Special Features/Program Highlights

Arbuckle Elementary is a school site serving a diverse student population. Fifty-five per cent of the students are Hispanic and a high percentage of students are on free or reduced lunch. Arbuckle has provided inclusive educational services for students with both severe disabilities and learning disabilities for the past three years in an innovative non-categorical manner. Staff, hired by Colusa County Office of Education, are dually credentialled, and provide services to students who qualify for special education in a collaborative manner. Arbuckle Elementary has created a School Success Team which meets each Wednesday morning at 7:00 AM to problem solve and plan for students who receive special education services and those who do not quality, but need support. These meetings involve both special and general education teachers and the site principal.

C. Awards/Effectiveness Data:

Arbuckle Elementary was selected as a SB 806 model site for integration and has been a demonstration site for the PEERS Outreach Project in inclusive education. Staff have presented both statewide and nationally on inclusive education and have received numerous visitors from California, other states and other countries. The Legislative Analysts" Office visited Arbuckle to observe alternative service delivery in proposing a new funding model for special education.

Pat Hamilton, the school principal, was selected as ACSA Administrator of the Year for the region and is recognized as a leader in elementary education.

12. Holmes Junior High School: Davis Joint USD

A. Demographics

Holmes J.H.
1220 Drexel Dr.
Davis, CA 95616
916-757-5455

Enrollment 7-9: 834

Contact Persons
Principal: Mark Hagemann

Director, Pupil Personnel Svs:
Dr. Jim Gilletly
916-757-5359

B. Special Features/Program Highlights

Holmes Junior High School is one of two Davis Joint Unified School District junior high schools located approximately 15 miles west of Sacramento. Holmes has been an inclusive site for students with severe disabilities for the past two years with the support of an itinerant teacher and instructional assistant who also serve Valley Oak Elementary School. Holmes is one of the first secondary sites to develop inclusive educational options for students with severe disabilities.

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Supplement to Vol. X, No. 4 (July/August 1994)

Directory of Inclusive Schools and Educational Programs

Editor's Note: All of the schools and programs in this directory have been recommended as exemplary by independent inclusion specialists, researchers, and evaluators. This is not by any means an exhaustive list; many excellent programs do not appear here because of space considerations or our inability to reach staff members at some schools by our deadline. The list includes individual schools, school districts, collaboratives, and consortia.

The Harvard Education Letter does not endorse the programs in this directory, nor do we intend that they be taken uncritically as models for others to follow. "Inclusion" is a broad term; different schools and districts interpret "inclusive programs" differently.

The directory is accurate as of August 1994. In some cases, the inclusion program may be the responsibility of one individual; if that person leaves the school or district, the entire inclusion program may change, or even cease operating.

NORTHEAST REGION

Connecticut

GREENWICH: Greenwich Public Schools, 290 Greenwich Ave., Greenwich, CT 06830; 203-625-7489. Contact: Phyllis Conley.

Massachusetts

BOSTON: O'Hearn Elementary School, 1669 Dorchester Ave., Boston, MA 02122; 617-635-8725. Contact: Bill Henderson, Principal.

BRIGHTON: Mary Lyons Elementary School, 50 Beechcroft St., Brighton, MA 02135; 617-635-7945. Contact: Mary Nash, Principal.

New Hampshire

AMHERST: Souhegan High School, Box 1152, Boston Post Road, Amherst, NH 03031; 603-673-9940. Contacts: Marty Rounds, Inclusion Specialist; Cathy Skoglund, Special Education Director.

WINDHAM: Pelham and Windham School Districts, Administrative Unit #28, Box 510, 31 Lowell Road, Windham, NH 03087; 603-890-3760. Contact: Sandy Plocharczyk, Special Education Director.

Rhode Island

WESTERLY: Special Education Office, Westerly School District, 44 Park Ave., Westerly, RI 02891; 401-596-0315. Contacts: Mark Hawk, Sandy Keenan.

Vermont

SWANTON: Swanton Elementary School, Grand Ave., Swanton, VT 05488; 802-868-4417.
Contacts: Mary Lynn Riggs, Richard Schattman.

WINOOSKI: Winooski School System, 80 Normand St., Winooski, VT 05404; 802-655-9575.
Contact: Shaunee Higgins.

MID-ATLANTIC REGION

Maryland

LEXINGTON PARK: Green Holly Elementary School, 140-150 Millstone Landing Rd., Lexington Park, MD 20653; 301-862-3451. Contact: Mary Blakeley, Principal.

New Jersey

METUCHEN: Metuchen Public Schools, 596 Middelsex Ave., Metuchen, NJ 08840; 908-321-8721.
Contact: Terri Sinatra, Director of Special Services.

New York

JOHNSON CITY: Johnson City School District, 666 Reynolds Rd., Johnson City, NY 13790; 607-763-1200. Contact: Robert L. Holbert, Acting Superintendent.

Virginia

FALLS CHURCH: Falls Church City Public Schools, 301 North Washington St., Falls Church, VA 22046; 703-241-7640. Contact: Jerry Bruns.

SOUTHEAST REGION

North Carolina

REIDSVILLE: Moss Street Elementary School, 419 Moss St., Reidsville, NC 27320; 910-349-5370.
Contacts: Dot Harper, Principal; Joy Nance, Inclusion Coordinator.

Florida

TALLAHASSEE: Creative Pre-School, 2746 West Tharpe St., Tallahassee, FL 32303; 904-386-1450.
Contact: Pamela C. Phelps, Director. (Serves children age 2 months-kindergarten.)

MIDWEST REGION

Illinois

DeKALB: DeKalb County Education Cooperative, 2205 Sycamore Rd., DeKalb, IL 60115; 815-758-0651. Contact: Bill Peters, Director of Special Education.

LA GRANGE: LADSE (La Grange Area Department of Special Education), 1301 W. Cossitt Ave., La Grange, IL 60525; 708-354-5730. Contact: Howard Blackman, Executive Director.

Indiana

INDIANAPOLIS: Lawrence Township School District, 7601 E. 56th St., Indianapolis, IN 46226; 317-546-4921. Contacts: Joe Wade, Margaret Hearn, Jeff Young.

JEFFERSONVILLE: Clark County Special Education Cooperative, 2710 Highway 52, Jeffersonville, IN 47130; 812-283-0701. Contact: Ann Schnepf, Director of Special Education.

Michigan

HILLSDALE: Hillsdale Community School, 30 South Norwood, Hillsdale, MI 49242; 517-437-4401. Contacts: Eric Bohm, Director of Special Education (Middle School); Richard Lane, Superintendent; Martin Ryan, Supervisor of Special Education.

MARQUETTE: Marquette-Alger Intermediate School District, 427 West College Ave., Marquette, MI 49855; 906-226-5165. Contact: June Schaefer.

ROCHESTER: Rochester Community Schools, 501 West University, Rochester, MI 48307; 810-651-6210. Contact: Cherie Simpson.

Minnesota

HOPKINS: Alice Smith Elementary School, 801 Minnetonka Mills Rd., Hopkins, MN 55343; 612-933-9236. Contacts: Mike Bonner, School Psychologist; Tom Koch, District Inclusion Specialist.

OWATONNA: Owatonna Public Schools, 515 Bridge St., Owatonna, MN 55060; 507-455-8628. Contact: Kathy Gainee, Department of Special Education.

Wisconsin

MADISON: Department of Integrated Student Services, Madison Metropolitan School District, 545 West Dayton St., Madison, WI 53703-1967; 608-266-6175. Contact: Jack Jorgensen.

SOUTHWEST REGION

Arizona

CASA GRANDE: Casa Grande Elementary School, 1460 North Pihal Ave., Casa Grande, AZ 85222; 602-836-2111. Contact: Linda Irvin, Director of Special Education.

Colorado

COMMERCE CITY: Hanson Elementary School, 7133 East 73rd Ave., Commerce City, CO 80022; 303-288-9715 (fax: 303-288-5578). Contact: Peter Bonaker, Principal.

Adams County School District 14, 4720 East 69th Ave., Commerce City, CO 80022; 303-289-3943. Contact: Joan Rademacher, Director of Student Services.

Louisiana

ST. FRANCISVILLE: West Feliciana Parish Schools, P.O. Box 1910, St. Francisville, LA 70775; 504-635-3891. Contact: Nancy Dreher, Supervisor of Special Education.

New Mexico

ALBUQUERQUE: Lowell Elementary School, 1700 Sunshine Terrace SE, Albuquerque, NM 87106; 505-764-2011. Contact: Linda Lobato-Duran.

ROSWELL: Roswell Independent Schools, 200 West Chisum, Roswell, NM 88201; 505-625-8100. Contact: Jane Anglin, Assistant Superintendent for Instruction.

Texas

TEXAS CITY: Mainland Youth at Risk, 2000 Texas Ave., Suite 601, Texas City, TX 77590; 409-643-8240. Contact: Lynda Perez, Program Coordinator. (This is a community-based program.)

WESTERN REGION

California

COLUSA: Colusa County Office of Education, 400-A Fremont, Colusa, CA 95939; 916-458-8891. Contact: Debra F. Owens.

DANVILLE: San Ramon Unified School District, 151 Love Lane, Danville, CA 94526; 510-820-6815. Contact: Lynn Carlisle, Director of Special Programs.

NAPA: Napa Valley Unified School District, Napa, CA 94558; 707-253-6865. Contact: Nancy Reinke, Coordinator for Special Education.

OAKLAND: Oakland Public Schools, 1025 2nd Ave., Portable 16, Oakland, CA 94606; 510-836-8226. Contact: Lynn Ono, Elementary Programs Manager.

SANTA BARBARA: Montecito Union School, 385 San Ysidro Rd., Santa Barbara, CA 93108; 805-969-3249. Contact: Bronte Reynolds, Principal and Superintendent.

Idaho

BOISE: Boise School System, 320 Fort St., Boise, ID 83702; 208-338-3600. Contact: Vickie Simmons, Director of Special Education.

Montana

CORVALLIS: Corvallis Public Schools, P.O. Box 700, Corvallis, MT 59828; 406-961-4211. Contact: K. W. Mai, Superintendent.

HELENA: Capital High School, 100 Valley Dr., Helena, MT 59601; 406-447-8800. Contacts: Delores Slovarp, Randy Carlson.

Oregon

COTTAGE GROVE: South Lane School District, P.O. Box 218, Cottage Grove, OR 97424-0218; 503-942-3381. Contact: Debbie Cunningham, Director of Special Education.

ONTARIO: Ontario School District, 195 SW 3rd Ave., Ontario, OR 97914-2694; 503-889-8792. Contacts: Mike Taylor, Superintendent; Jim Davison, Assistant Superintendent; Ron Guyer, Special Education Programs.

PORTLAND: Multnomah Education Services District, 11611 NE Ainsworth Circle, Portland, OR 97220-9039; 503-255-1841. Contacts: Joe Shuletta, Coordinator of Special Education Programs; Patti McVey, Special Education Consultant.

The following organizations and research institutes are active in the area of inclusion and may be able to provide additional information or help identify additional inclusionary programs.

Autism Research Center, Graduate School of Education, University of California--Santa Barbara, Santa Barbara, CA 93106-9490; 805-893-8136. Contacts: Dr. Robert Koegel, Dr. Lynn Koegel.

PEAK Parenting Center, 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918; 719-531-9400; 719-531-9403 (TDD). Contacts: Beth Schaffner, Barbara Buswell.

The National Center on Educational Restructuring and Inclusion, The Graduate School and University Center, CUNY, 33 West 42nd Street, New York, NY 10036; 212-642-2656. Contacts: Dorothy Kerzner Lipsky, Alan Gartner. The Center has published a national study of inclusion programs. The study is available for $9.00; a bulletin describing the findings is available at no charge.